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ABSTRACT

This guide reports on a project that demonstrated family-based English-as-a-Second-Language (ESL) tutoring delivered by volunteer literacy tutors, many of whom were parents with young children. Group members worked together to define the project in terms of the individuals involved in it. Tutors were trained in the context of the project with tutor meetings and regular opportunities for reflection and learning incorporated into the project. Activities in the tutoring guide were originated and tested in a group setting with input and feedback from student-families and volunteer tutor-families. This guide can be used to conduct individual family-based tutoring, carried out in homes; or to organize groups of volunteers to deliver family-based projects in public places such as churches, schools, community centers or public libraries. The project is based on the assumption that language learning is a process of acquiring knowledge through experience. The guide provides a framework for planning tutoring sessions; suggested themes and topics; information on how to use sample lessons; guidelines for assessing adult language level; a quick guide to child stages; and sample lessons. Sample lesson themes include: families; basic skills/family; basic skills--relationships and senses; time the world; humans/body; food/nature/time; housing/furnishing/basic skills: small/medium/large, hot/cold, soft/hard; housing/security/what things are made of; planting/seasons; and transportation. Contains an extensive references and resources section covering: teaching English as a Second Language (12 items); children's learning and reading (12 items); parent/child activities (22 items); children's literature for ESL families (43 items); and seven singing-reading activities. (CK)

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ESL FAMILY-BASED TUTORING MANUAL

June 1993

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Prepared by: Sharon Hennessy
Portland Community College

With a grant from:

Oregon Office of Community College Services
700 Pringle Parkway SE, Salem, Oregon 97310
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Introduction

Family literacy is a national movement which acknowledges that parents are the first and most influential teacher that children have. Programs and projects throughout Oregon and the United States have shown that a family-based approach is a valid, empowering model for literacy and language development. Such programs exist in a variety of settings, among various student populations, with a range of goals pertaining to literacy and the family. Some programs focus only on teaching adults to read to children; while others are intensive, highly structured programs which address educational needs of adult family members, provide high quality preschools for young children, focus on parenting issues, and bring parents and children together for structured learning time together. Some family-based programs include native English speakers, others target specific groups for whom English is a second language and include native language literacy for family members. This tutoring manual represents another variation and approach to family-based education--a volunteer-based delivery.

Our project demonstrated family-based ESL tutoring delivered by volunteer literacy tutors many of whom were parents with young children. We worked as a group to define our unique project in terms of the individuals involved in it, at the same time keeping our sights on preparing a guide which would be useful to other volunteer tutors. Tutors were trained in the context of the project with tutor meetings and regular opportunities for reflection and learning incorporated into the project. Volunteer literacy tutoring programs should begin with TELT Training[1] of tutors in combination with study of this tutoring guide to prepare them for family-based tutoring.

Activities in this tutoring guide were originated and tested in a group setting with input and feedback from student-families and volunteer tutor-families. The project involved families for whom English is not a native language, with children who ranged in age from infancy to 5 years old. A few parents with school-aged children were included in the project, attending while their children were in schools elsewhere. These parents

[1]Training Effective Literacy Tutors. Oregon's adult basic literacy and ESL tutor training program. Copies available through Oregon's Office of Community College Services, Salem, Oregon

found the content and approach of our tutoring useful as did one grandmother who participated.

This guide can be used for individual family-based tutoring, carried out in homes, or to organize groups of volunteers to deliver family-based projects in public places such as churches, schools, community centers or public libraries. It is a flexible introduction to the concept of family-based tutoring, intended to provide a format for conducting tutoring sessions and give a range of possible activities for sessions, and includes a list of references and resources available to tutors. It assumes that language learning, rather than a set of discrete skills to be learned, is a process of acquiring knowledge through experience. We realize that no one resource can meet all the needs of all individual learners. We hope this manual will be a sound beginning that tutors will use, improve on, and add to.

Some Background and Assumptions

Language is culture. Children in families where the native language is not the dominant language outside of the home will acquire both languages naturally. They will be involved in language acquisition as part of their development and will be integrated into schools where the dominant language will be taught. They will speak the dominant language. Whether or not they maintain their native languages is dependent on individual family values and opportunities school systems provide to maintain native languages. The extent to which parents acquire the dominant language depends on many factors: among them, educational backgrounds, access to language classes, opportunities to use the dominant language, and desire to integrate themselves into the dominant culture.

Because parents are interested in seeing their children grow and learn, they are willing to access their own language learning through areas of interest to their children and family. This may include children's books, songs, and games or play. Parents want to talk about their children and families. They want to share joys and frustrations of parenthood; doing so to further their own language development makes language acquisition more relevant for parents.

Tutors who have knowledge of or experience with children are in a position to address second language development in the context of the family. This experience might have been gained because the tutor is a teacher or student studying child development or because the tutor is a parent and has experience and knowledge of child development first hand. Our project showed that tutors who had children of their own or current knowledge of child development were most likely to incorporate elements of family-based learning in tutoring. In many cases the children of tutors joined their tutor parents in the activities. This provided opportunities for joint learning which could not be premeditated.

Tutoring in a family setting encompasses more than language learning. Families can be introduced to community services and facilities which will strengthen their role in learning and discovery within the family. Field trips to public libraries, community centers, local parks and zoos are important in family-based tutoring as is addressing special needs such as obtaining information about local school systems, transportation systems, and other social services available in the community.

A FRAMEWORK FOR PLANNING TUTORING SESSIONS

1. Select a theme. Identify supporting children's books.
Select supporting songs or finger plays.
Plan presentation/introduction of book. (vocabulary and visuals)

2. Activities for children related to book:
Check Developmental appropriateness.
Opportunity for child choice.
With parent? or With tutor/leader?

3. Activities for adults related to book:
Teach vocabulary? Practice grammatical pattern presented in book?
Teach how to do an activity with children at home?
Teach how to read the book? Make a similar book?
Read and make a tape of the book?

4. Extend the theme into adult experience:
Identify things you want to learn from adults about the theme.
Think of ways they can practice language related to the theme. Are you asking them to speak? write? read?
What adult based materials do you need? Pictures? Worksheets? Schedules? Pamphlets?

5. Evaluate effectiveness of plan. Review/Revise Plan
Given the opportunity to reflect on what happened what will you plan next? How can the experience be improved?

Suggested Themes and Topics

Family	Diversity and Relationships
Humans	Body Health/Illness Diversity Feelings Growth
Food	What we eat. When we eat. What we like/don't like to eat Time and Preparation.
Cooking	Utensils and Containers Size and Measurement
Housing	Varieties and Needs Naming items in house Fixing problems with Finding Housing
Transportation	Naming Problems Cost
Clothing	Naming Needs/seasonal Cost Shopping for Size Color
Community	Places we go People in the community School and Education Libraries Emergency Services
School	Values Vocabulary Parents and Advocates for Children Expectations
Play	Play is learning for children. What children like to do. What parents like to do with children
Celebrations	Birthdays and other important celebrations valuing diversity
Time Seasons Weather The World:	Where we are. Where we're from. How do we find the world-time-seasons-weather.
Basic Skills:	Colors/Numbers/Animals/Alphabet Asking for and Giving information

HOW TO USE THE SAMPLE LESSONS

The sample lessons that follow were created using the format and topics described above. Not all suggested activities can be undertaken in one session, in many cases we used up to four sessions to cover one theme. Much like a menu, the sample lessons provide a range of possible activities from which to select activities and discussion topics related to children's books. Each suggested lesson has some supporting materials such as words to songs or worksheets which could be used in tutoring. Other supporting materials would be supplied by the volunteer tutor.

In selecting appropriate activities for the tutoring session, the tutor must consider the developmental levels of the children in the family and the language abilities of the adults. Reading and writing is not an appropriate learning objective for 3 and 4 year old children for example, however they may be interested in using markers and papers for their own purposes. Some children like to color, others do not. Children's personal preference is extremely important and should guide the planning process. Very young children who are experiencing the world with their mouths should not be given materials that are unsafe for their age. Learning for children should be approached through play. Tutoring sessions might introduce families to new activities they may not have considered doing prior to tutoring sessions such as using scissors and glue or family bookmaking projects.

For adult family members, tutors can select activities in relation to English language proficiency. Beginning level speakers and readers can't be expected to read the children's books in English. The books will provide opportunities to begin oral language development. Such beginning level speakers may be able to translate the content of the book into their native languages and "read" the books to their children in the native language. It is appropriate to provide bilingual versions of books for families and to encourage them to read in the native language. With more proficient English speakers the children's books will provide an anchor for discussion of other topics. Suggested spin-offs for higher level speakers are included in the following lesson plans. All participants in the tutoring sessions will be engaged in activities which involve parents and children together in a creative process.

The sample lessons are presented in the order in which we tested them in our tutoring project. The first sample lessons imply that the tutor families are getting to know each other. Following lessons include more "risk-taking" such as making play dough and encouraging water play for children.

We tried different ways of structuring time in our sessions. Rather than prescribe an ideal time structure, we suggest that tutors structure time as it suits the individual situation. In some cases the tutoring session might involve parents and children for two hours in activities they do together. In other instances, children might be encouraged to play independently with toys related to the theme while parents discuss the theme. Some time should be devoted to reading books to children and/or sharing a snack together, but who reads the books and in what language may change from time to time. In all cases, we attempted to bring literature to life by presenting the children's book with cut-outs, drawings taken out of the particular book, role plays or discussion of the book prior to reading. We illustrated songs so the meaning was clear. We physically engaged children with the books by letting them tape cut-out pictures from the book to flannel boards or appropriate backgrounds related to the book. (See pages 48 and 49, *The Very Hungry Caterpillar*)

Not all learning will stem from structured, planned activities. We found many important opportunities for cross-cultural understanding came through the unplanned process developing relationships with families. Birthdays and other celebrations deserved recognition and gave us a different, but valid focus in our time spent together. We were able steer our planned lessons to meet the interests of our families, because we listened to a story or problem, and gave time for celebration of important events in all of our lives.

ASSESSING ADULT LANGUAGE LEVEL

One of the first things to find out about the family or families you tutor is where they are in English language development. You can find out about their abilities from the referral source and from the families themselves. Bare in mind, another important aspect of assessing needs the adult learner. is determining their motivation for learning. Who do they communicate with? What are their strengths and what do they want to improve? What educational experiences have they had? What expectations do they have of tutoring? Discovering motivating factors will take time and care and often can not be accomplished by direct questioning. The following chart may help you describe the language abilities of your family, while more detailed assessment will take time and practice.

ABSOLUTE BEGINNER: No ability to speak English. Request for name is confusing.

BEGINNER: Limited ability to speak. Can state name and family members names. May have difficulty giving address from memory. Has yet to learn basic vocabulary and numbers in English.

HIGH BEGINNER: Functions in a limited way. With prompting and visual support can give information about family, where they live, and what they do each day usually speaking in present time. Can tell the names of places they shop, and busses they ride. Can ask a few questions - what's your name, etc.

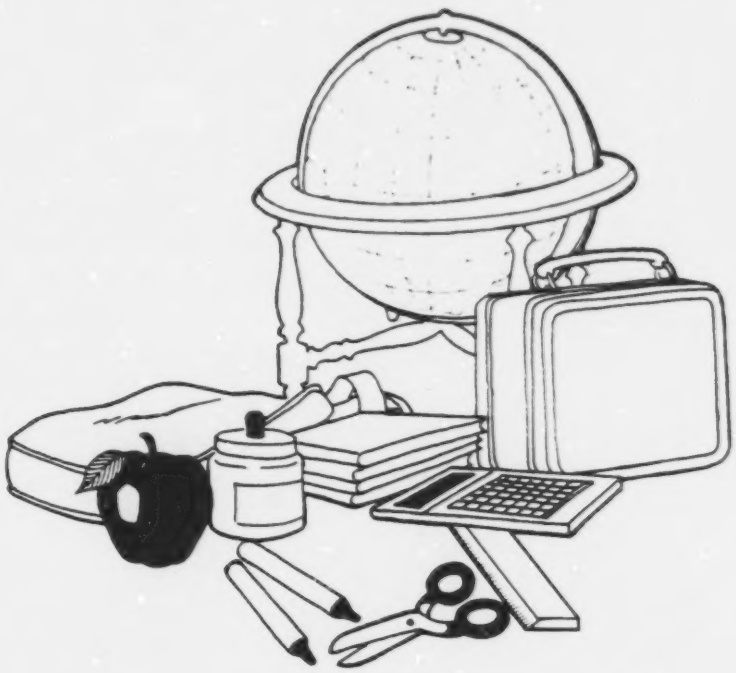
LOW INTERMEDIATE: Can satisfy basic survival needs in English. Can give information about family, housing, schools of children, ages of children, places they have lived and specify time they did or do things. Functions in limited social situations. Can follow simple instructions and directions.

INTERMEDIATE: Can satisfy most survival needs and social demands. Gives detailed descriptions of their families and family routines along with opinions and preferences. Is able to request and deal with information from local institutions such as school systems, banks, work, etc.

ADVANCED: Is able to communicate in most situations, has grasp of appropriate use of idiomatic language and humor in English. Can speak on virtually every topic without a visual context for the conversation.

ASSESSING LITERACY: Literacy and oral ability do not necessarily correspond to each other. A parent may be an advanced speaker and not be able to read and write English. Some beginning students may have limited experience with literacy which will influence their ability to process language development through written exercises.

Literacy is a developmental process for all of us. It is never something we attain and stop expanding. Our literacy development often takes specialized paths depending on our work or educational pursuits. Reading research is a specialized literacy skill as is reading schedules or certain technical manuals.



A Quick Guide to Child Stages

Children in tutored families probably will not be at the same language level as their parents. Children are in the process of acquiring language as a natural part of their development and may be developing bilingual abilities regardless of the home language. Evaluating abilities of children must take into account their age and native language development, exposure and experience with English.

Chronological Ages

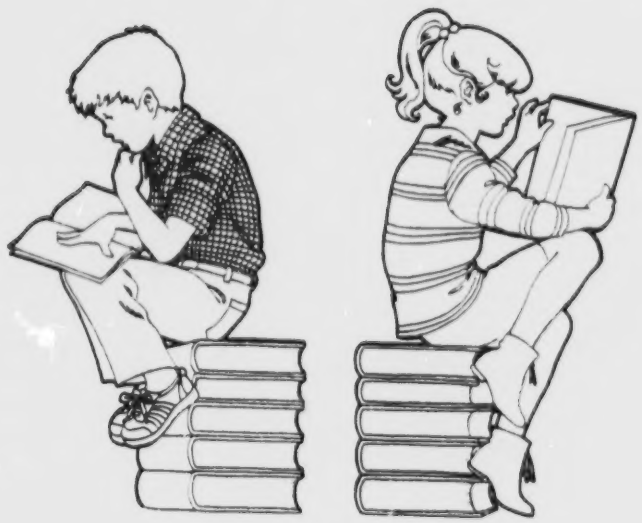
Less than one year. Generally children have not begun to talk yet. They experience the world through touching and tasting everything. They like to be a part of things and discover their power to move things. They like to look at and eat books. About one year they may begin making sounds like "Quack Quack " in response to seeing a picture of a book. Games like Peek a Boo and simple rhymes are fun. Young children like clapping and imitating.

One to Two years: Children walk and begin talking, sometimes quite a lot. They like being read to, but may not sit for a whole book. Children of this age often perceive the process of reading a book in terms of sitting in the lap of the reader. Others may repeat the lines of books. They like to repeat animal sounds "moo" "Quack" etc. A two year old child will participate in games like Ring Around the Rosy and Head Shoulders Knees and Toes but can not be expected to give total attention to the task. Let them wander, expect a lot of "No's". Blocks are good toys for ones and twos. By two children may hold a crayon and scribble. This is to be encouraged and appreciated as an expression of what the child indicates the drawing is.

Three and Four years: Children are able to communicate a lot of things verbally. They are interested in "School" and like writing and reading. They begin to use scissors and glue. They memorize songs and finger plays quickly and enjoy group participation and imaginary play. They like to have dialogs using puppets and stuffed animals. They are likely to say "Mom you are the baby and I'm the mom" they like to play out these scenarios over and over. They may count and begin writing that looks like

letters. Drawing, coloring and painting are appreciated. Children in this age group will often correct mistakes their parents make in reading to them and have a great capacity to remember scripts.

Five and Six years: Language is pretty well developed. Some five and six year olds are writing their names and have begun reading. Concentration span is much longer for this age. Many children of this age are in school. They can listen to instructions and still enjoy singing and imaginary play.



Theme: Families

Books: *Are You my Mother?* P.D. Eastman. Random House. 1960
Whose Mouse are You? Robert Kraus. Scholastic. 1970.

Songs: The More We Get Together and Let's All Get Together

Activities for Children

- Play with baby dolls or families of dolls.
- Play with paper dolls which represent Mothers, Fathers, Sisters, Brothers and Babies (could include grandmothers and grandfathers as well)
- Give children magazine pictures of people and let them glue them to a paper or make a book representing their families.
- Match baby animals with their mothers.

Parents and Children Together

- Parents and children draw their family together.
- Take pictures of the family and make a family book and family tree.
- Use play dough to make a baby in a cradle. (Attached) Make a mother, father and baby out of play dough.

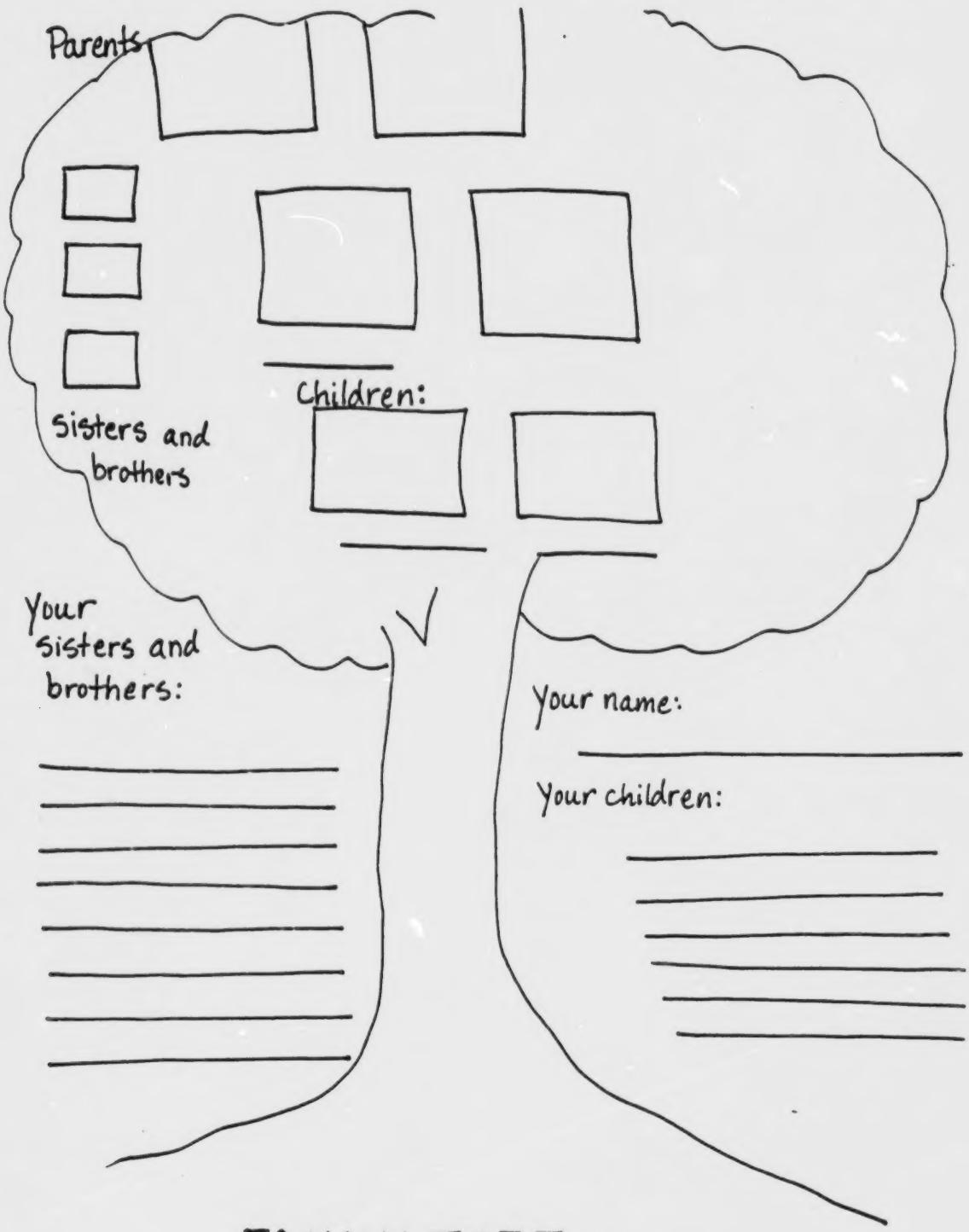
Activities and Discussion for Adults

- Bring pictures of your family to share.
- Talk about the family relationships.
- Draw a family tree. (See parent/child together projects above.)
- Find out where family members live and work.
- Find out who cares for the children in the family.
- Find out where various family members go to school.
- Find out ages of family members.
- Compare the similarities and differences of your family and the tutored family. Are your children the same ages? Do they go to the same school?
- Use the children's books you have brought to practice reading, vocabulary, or promote naming of family members.
- Guide a language experience story describing the family, illustrate it with actual pictures of the family, bind the book and practice reading it in future tutoring sessions.
- Teach words to the song. Provide a written copy of the song. Use the written copy as material for reading practice. Ask them to circle words or phrases as you say them. Ask them to tell you to circle words.

These pictures can be used to stimulate discussion about families. Ask many questions. Below are some suggested questions to guide you, although you will probably think of many of your own.

Is this your family?
Is your family like this one?
How many people in your family?
How many children?
Who takes care of the children?
Where do your parents live?

This family tree is a possible model for creating a representation of your family.



FAMILY TREE

MAKE A BABY IN A MATCHBOX

Materials: Play dough. A matchbox. Paper towels.

Procedure:

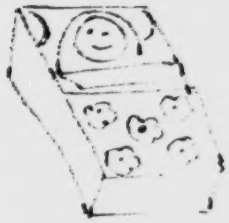
Roll a ball.

Make a cylinder.

Make a blanket.

Wrap the baby.

Put the baby in the box with paper towels.



Decorate the box.

Play dough can be used to make many supporting play items to promote learning from books. Children and adults both enjoy playing with it.

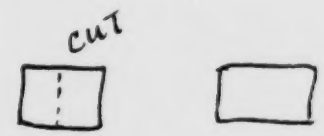
Make a Flannel Board

1. Get cardboard or two large pieces of foamcore display board.

   1 can spray adhesive

   Enough felt or flannel to cover the boards.

2. Use an exacto knife to cut the board.



   Tape two small pieces to one larger one.

3. Cut fabric to cover.

4. Spray fabric on the wrong side (in a well-ventilated area)
   Attach to the foam core board.

You have a surface to attach various cut-outs and pictures on. The reference section of this manual will give you a couple of good resources for making and using flannel boards. There are many variations you can select to suit your own needs. Many materials will stick to a flannel board, you need not prepare felt characters for each story. Try paper, cardboard, and other stiff materials with sand-paper roughed up backs, use tape or other sticky backs to get the items to stay.

For an good example of what to put on a flannel board, see *The Very Hungry Caterpillar* on pages 49 and 50.

Theme: Families and Humans

Books: *I Can Do It Myself* Emily Perl Kingsley, Sesame Street/Golden Press, 1980

Songs : The More We Get Together

Activities for Children

- Children at the appropriate ages draw or glue pictures of things they can do.
- Play with family dolls.
- Introduce open-ended play with blocks or other creative toys.

Parents and Children Together

- Play follow the leader.
- Children assist in making a book of what they can do.

Activities and Discussion for Adults

- Discuss abilities of children in relation to their ages. (Can a baby drink by herself?) (What can a baby do?) etc.
- Bring magazine pictures of children doing things. Use the magazine pictures to make a book of the things the children can do. Write words or sentences under the pictures depending on literacy level of adult.
- Discuss abilities and preference of children. Can _____pour her juice? What can she do?
- Make a chart listing the can's and cant's. For listening practice, have adult circle the word based on a sentence you say.
- Practice grammatical structure of the question. Can you do something? Yes I can. No I can't.

Notes: This book can stimulate discussion with parents about their own abilities as well as discussion of appropriate expectations of young children. Such discussions can be geared to the language ability of the adult, more proficient speakers will be able to share what they expect of their children based on what the children can do. It also allows the parents to show pride in the accomplishments of their children.

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The more we get together, together, together

The more we get together the happier we'll be

If your friends are my friends

and my friends are your friends

The more we get together the happier we'll be.

Let's all _____ together, together, together. (Sing, Clap, Dance, Laugh, Cry etc.)

_____ _____ this a way

_____ _____ that a way

_____ _____ all the day

_____ _____ _____.

A chart similar to this one can be used to list what members in the tutoring group can an can't do. You might wish to include characters in the book in a chart like this.

Name	Can	Can't
The baby	***smile***	***talk***

Ideas for expansion:

1. Write sentences using this chart.

   The baby can smile. The baby can't talk.

2. Give a circle dictation to the adult student. Say: Circle the word baby.
   Circle the word talk. etc.

3. Make questions using the chart.

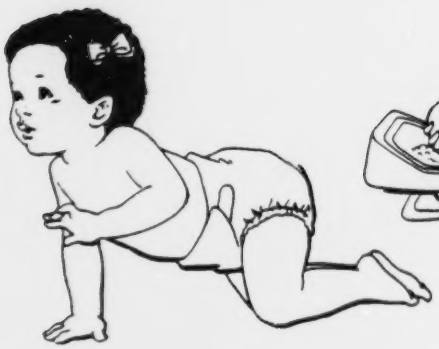
   Can the baby smile? Can the baby talk?

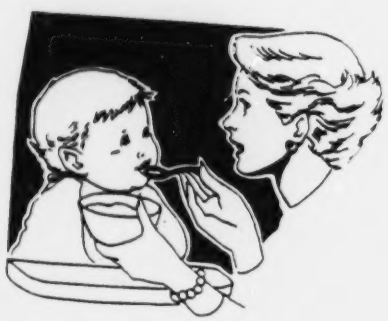
4. Get visual representations of the things people can and can't do. Make two copies and play a match/memory game. (Some people know this game as concentration)

   Put the cards face down on a table. Select two cards at random. Do they match? If so, practice either the word, sentence, or question that corresponds with the picture. If no match, turn them back over and select two more. This continues until all the matching pairs have been located.

   ** The National Text Book Company's Book Basic Vocabulary Builder has reproducible pictures for every topic. (See resource list)

These pictures can help facilitate a discussion about abilities. You might find other ways to use them also. Cut them up to make match games. Have students write words next to the pictures. Discuss the safety or lack of safety of using walkers. Discuss who bathes the children, feeds them, etc.





Theme: Basic Skills/Family

Books: *Ten, Nine, Eight* Molly Bang, Greenwillow, 1983

Songs: Where is Thumbkin One, Little, Two Little, Three Little Fingers

Activities for Children

- Trace their hands independently if old enough.
- Glue like objects to a paper.
- Play with blocks, counting toys or manipulative such as puzzles.
- Give worksheets with a number of shapes drawn on them and cut up shapes in a box or bag have children match number and shape of items.
- Have children collect items with certain shapes. (Scavenger Hunt)

Parents and Children Together

- Read book together. Sing songs together.
- Trace hands together and count the fingers. Do the same with feet?
- Have children match objects to a small poster that has the outlines of the objects drawn on it.
- Draw a crazy monster with a strange number of fingers, toes, legs, eyes and so forth.

Activities and Discussion for Adults

- Focus on number of people in the family. Continue to seek information about how many brothers and sisters in the family.
- Use the thumbkin song to teach "Where is _____?" and greetings "How are you?" "Fine Thank you." Discuss the song in terms of the way parents can use it to teach their children about greetings in English.
- Talk about number related things such as addresses, phone numbers, identification numbers, birthdates. Practice questions that go with asking for information which includes numbers. "What is your _____?" Have advanced students ask you for your personal information relating to numbers in your life.
- With beginning level speakers make a memory game of numbers and play it.
- Use flashcards to match written words for numbers with numerical forms.
- With advanced students use the book for direct reading practice and a jumping off point for talking about bedtime routines.
- Make bilingual book modeled on *Ten, Nine, Eight* that the parent can read to their child.

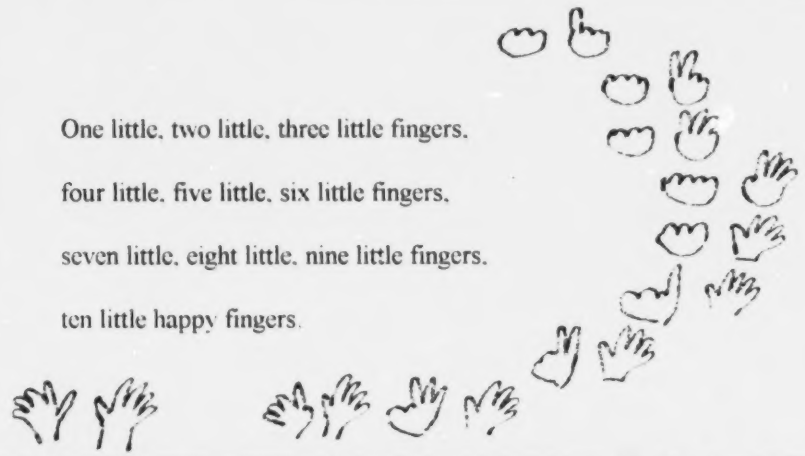
To the tune of 10 little Indians:
Hold up fingers one at a time while singing.

One little, two little, three little fingers.

four little, five little, six little fingers.

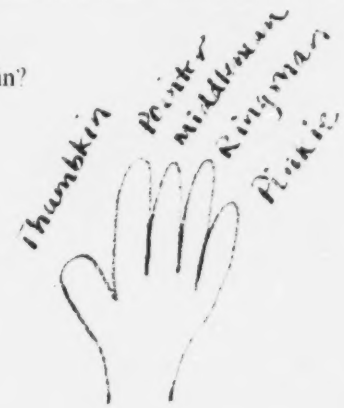
seven little, eight little, nine little fingers.

ten little happy fingers.



Where is thumbkin? Where is thumkin?
Here I am. Here I am.
How are you today sir?
Very well I thank you.
Run Away, Run Away.

Where is pointer? Where is pointer?
Here I am. Here I am.
How are you today sir?
Very well I thank you.
Run Away, Run Away?



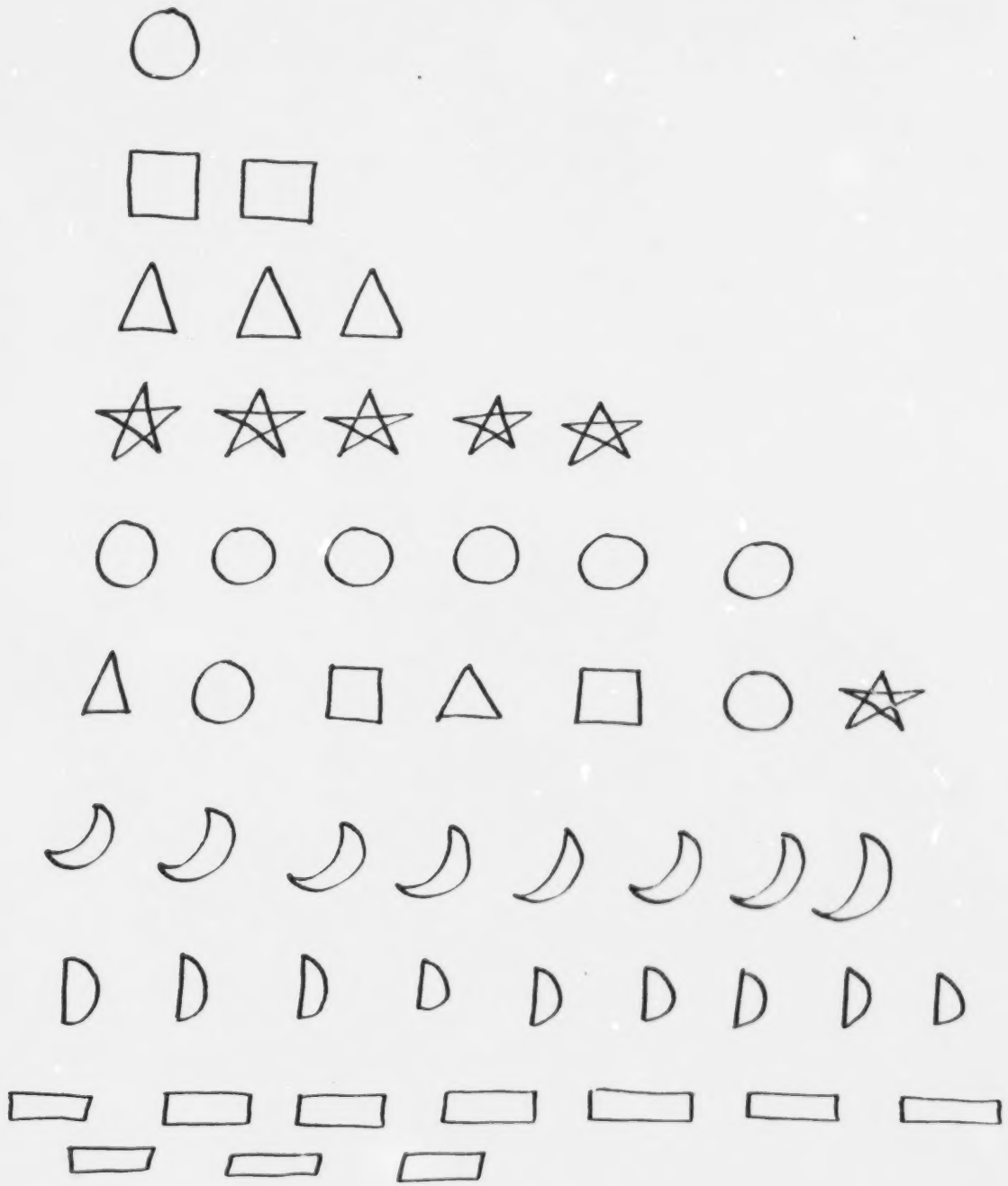
Repeat:

Middle Man
Ring Man
Pinkie

There are other possible variations to this song. Substitute names for fingers. Substitute family members for fingers. Where is mother? Where is Helen?

Matching Activities for Children.

Cut shapes from construction paper. Give children a master page similar to this and have them glue the matching shape to the outline.



Do a group drawing similar to this. Count the features.

27

This is a sample drawing we made. You can copy it or make up your own.

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Theme: Basic Skills - Relationships and Senses

Books: *Brown Bear*, Bill Martin, Jr., Henry Holt & Co., 1983

Songs: Old Mac Donald Had a Farm

Activities for Children

- Color pictures of animals in the story
- Play with animal figurines or stuffed animal toys (Fisher Price Farm/Zoo or Lego Farm/Zoo Set)
- Stamp pads with animals
- Puzzles with animals
- Dominoes with animals on them
- Bring a Sesame Street Magazine with a focus on animals to the session for children to use to read and play with.

Parents and Children Together

- Identify cut out animals from the book
- Children stick cut out animals to a felt board or other surface
- Sing Old Mac Donald Had a Farm Make popcicle stick puppet animals to hold up as the animal is mentioned.
- Go to a park, farm, or zoo where there are animals, find out if there is a free day at your local zoo
- Make the sounds that animals make in their country
- Make toilet paper binoculars and go on a walk recording what you see then make a book recording what was seen.

Activities and Discussion for Adults:

- Read the book.
- Teach the song, providing written words.
- See if they can remember the order of the animals in the book.
- Practice the grammatical pattern presented in the book. (Attached worksheet)
- Categorize the animals presented in the book. Draw the distinction between wild animals and domesticated animals.
- Discuss whether or not they have pets.
- Discuss whether or not they kept animals in their country. If so which ones and where.
- Discuss value of having pets and the value that children get out of caring for a pet

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- Discuss the difference between country life and city life and its effect upon children.
- Use magazine pictures to make a book similar to the Brown Bear Book. The focus need not be on animals. You can see anything - a chair, a mountain - anything.

NOTE: This book is an excellent pattern book for second language learners. The repetition of the pattern is great for making a like, student-generated book.

This can be used to practice the pattern presented in the Brown Bear book.

_____, _____, What do you see?

Mother. Mother
What do you see?
I see a beautiful child looking at me.

Repeat:

_____ _____
What do you see?
I see a _____ _____ looking at me.

Repeat:

_____ _____
What do you see?
I see a _____ _____ looking at me.

Categorize animals:

Wild	Domesticated	Live in Water	Fly	Two Legs	Four Legs
Bear	Cow	Fish	Bird	Duck	Cow

Ideas for Expansion:

1. Give circle dictation. Tell the student to circle to word you say. For example circle duck.

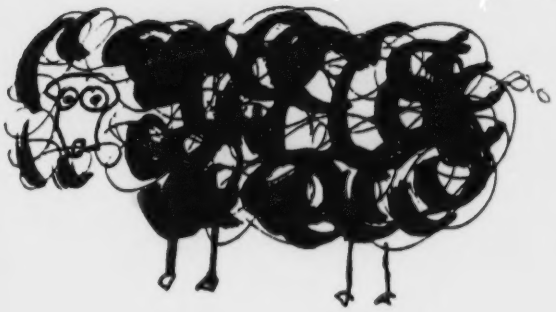
2. Use a worksheet with animals on it. Have low literate students color the animals as you direct them.

3. Write sentences based on chart. A duck lives in water.

4. Practice questions related to chart. Where do ducks live? Do ducks fly?

5. For adults developing literacy use the animals in the chart to re-categorize by first letter of the work. Put the words on flash cards. Have the student categorize them by the first letter of the word.

These pictures can be used to practice language in the Brown Bear book. You can cut them out, point to them, color them, write words next to them, use them to question students, or to identify order of animals present in the story.



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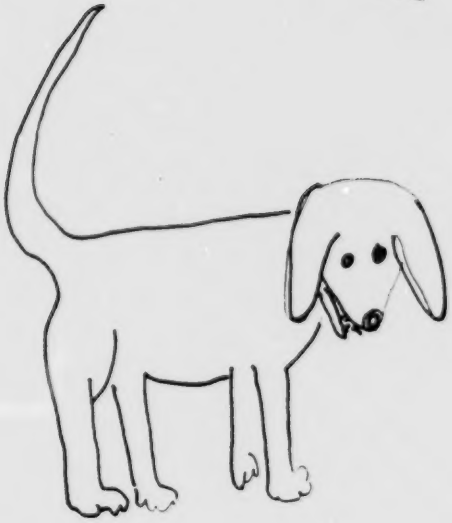
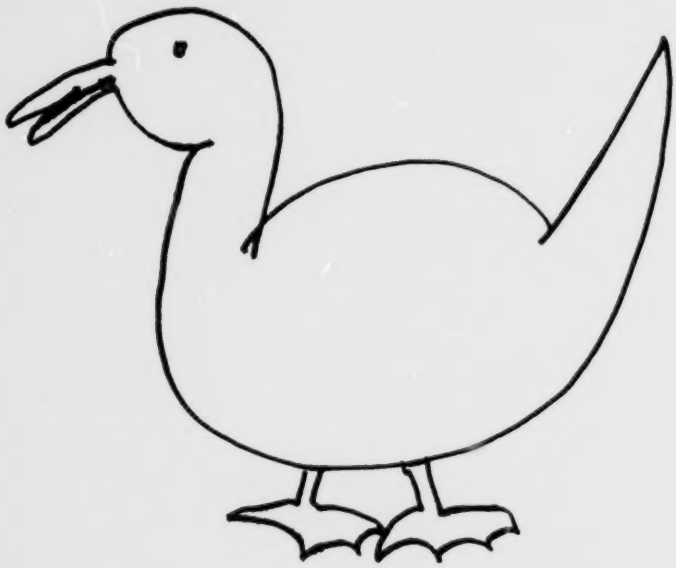
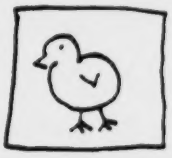


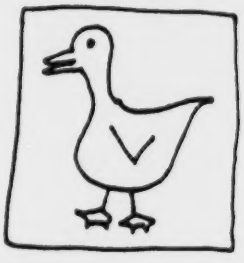


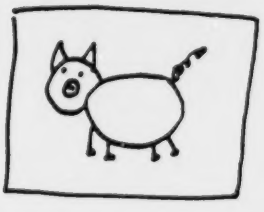
Old MacDonald had a farm.
E I E I O
and on his farm he had a cow
E I E I O
with a moo moo here and a moo moo there

here a moo
there a moo
everywhere a moo moo

Old Mac Donald had a farm
E I E I O







Repeat

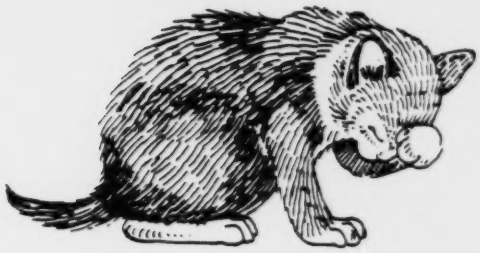
chick	peep	peep
duck	quack	quack
Sheep	baa	baa
Pig	oink	oink

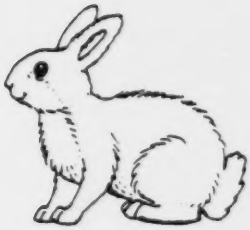
Toilet Paper Roll Binoculars

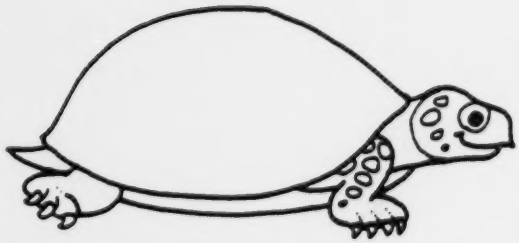
1. Toilet Paper Rolls
2. Tape
3. Color the rolls
4. Tape two together
5. Look through them.

6. What do you see?

These pictures can be used to discuss pets. Ask questions. Do you have a cat? Did you have a _____ in your country? Where did you keep your _____? Is it a good idea for children to keep pets?







Theme: Time The World

Books: *Goodnight Moon*, Margaret Wise Brown, Harper and Row, 1947

Songs: Twinkle Twinkle Little Star

Activities for Children

- Use black paper to make a night picture.
- Cut and glue star or moon shapes
- Color Twinkle Twinkle Little Star

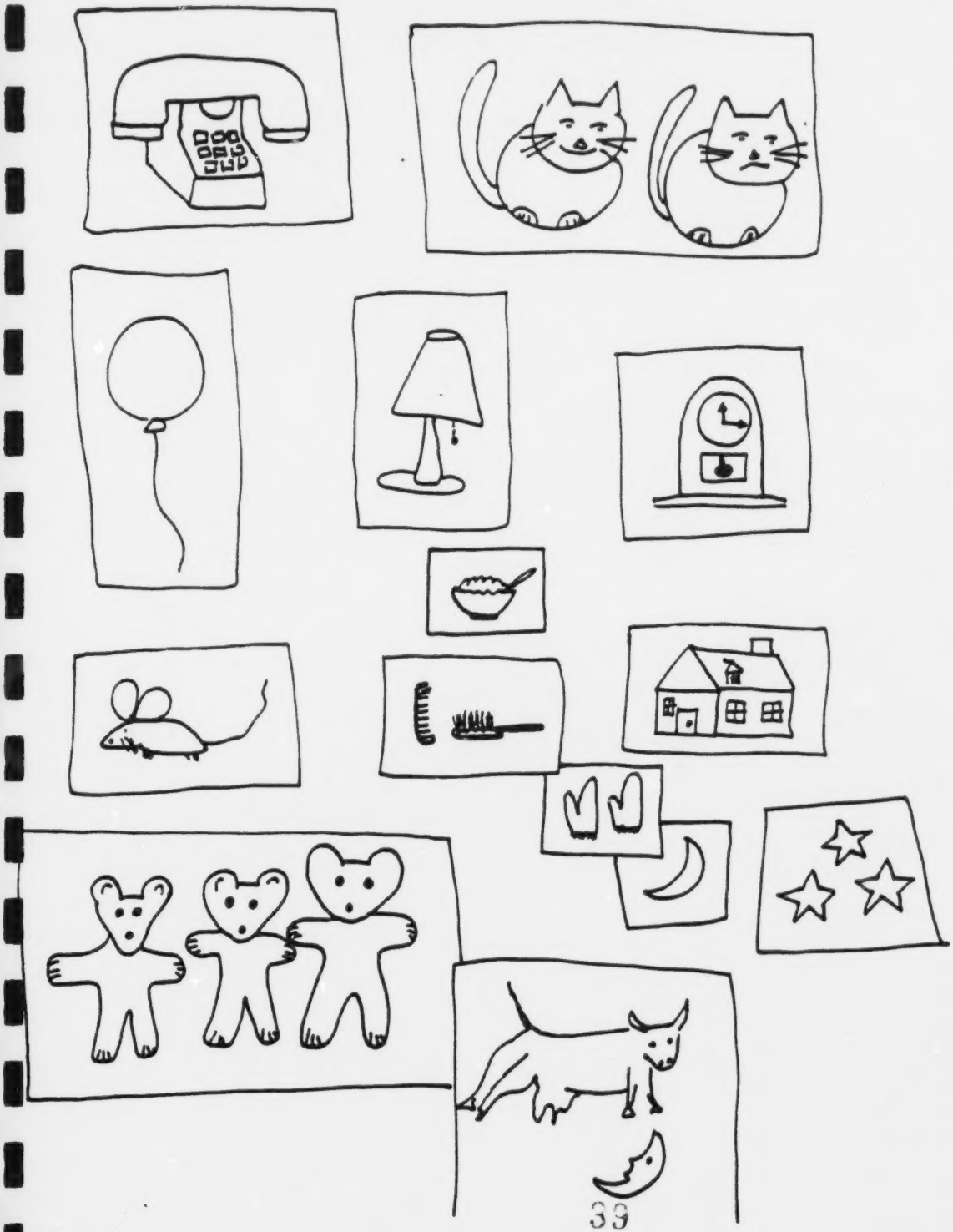
Parents and Children Together

- Using items presented in the book and a flannel board, have children stick things to the board.
- Make a green room (Use your imagination - Shoe Boxes???)
- Sing Twinkle Twinkle Little Star
- Make a star and moon mobile

Activities and Discussion for Adults:

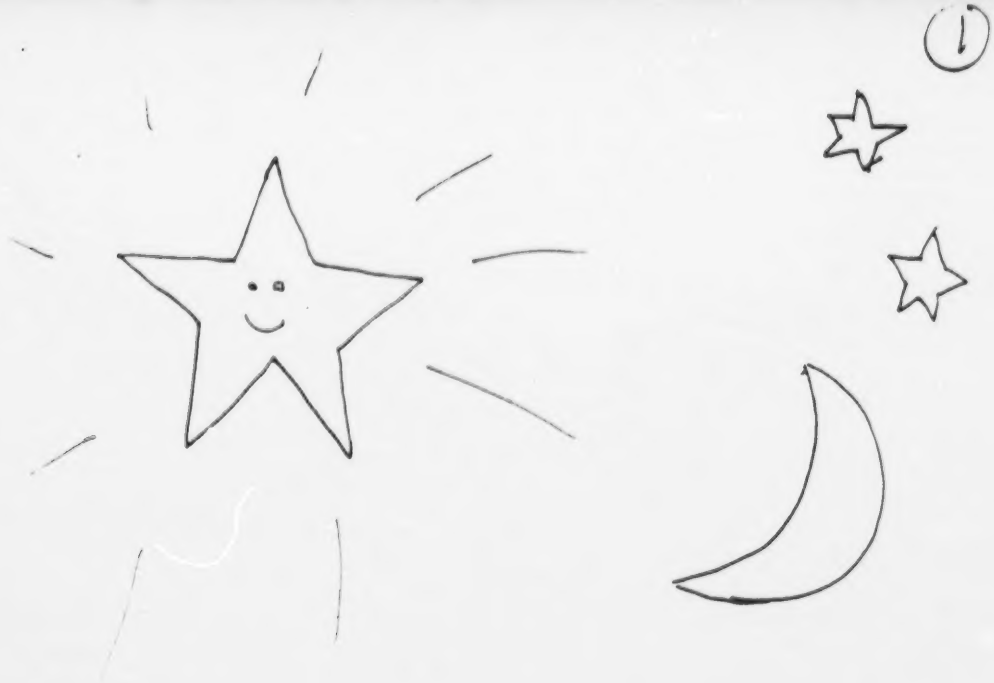
- Read the book.
- Discuss and compare night time routines of families.
- Focus on the rhyming nature of the book.
- Reinforce color using this book.
- Ask questions about where things are in the room.
- Talk about different time of day and activities at those times of day.

These are some items in the *Goodnight Moon* story. Use them as cut outs for a flannel board. Make match games or flash cards with them.



Make a star and moon mobile.

Use sticks, straws, pipe cleaners or other supports. Hang star and moon shapes on the supports using string.



Twinkle, twinkle
Little star...

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(2)

(3)

Up above
the world
so high

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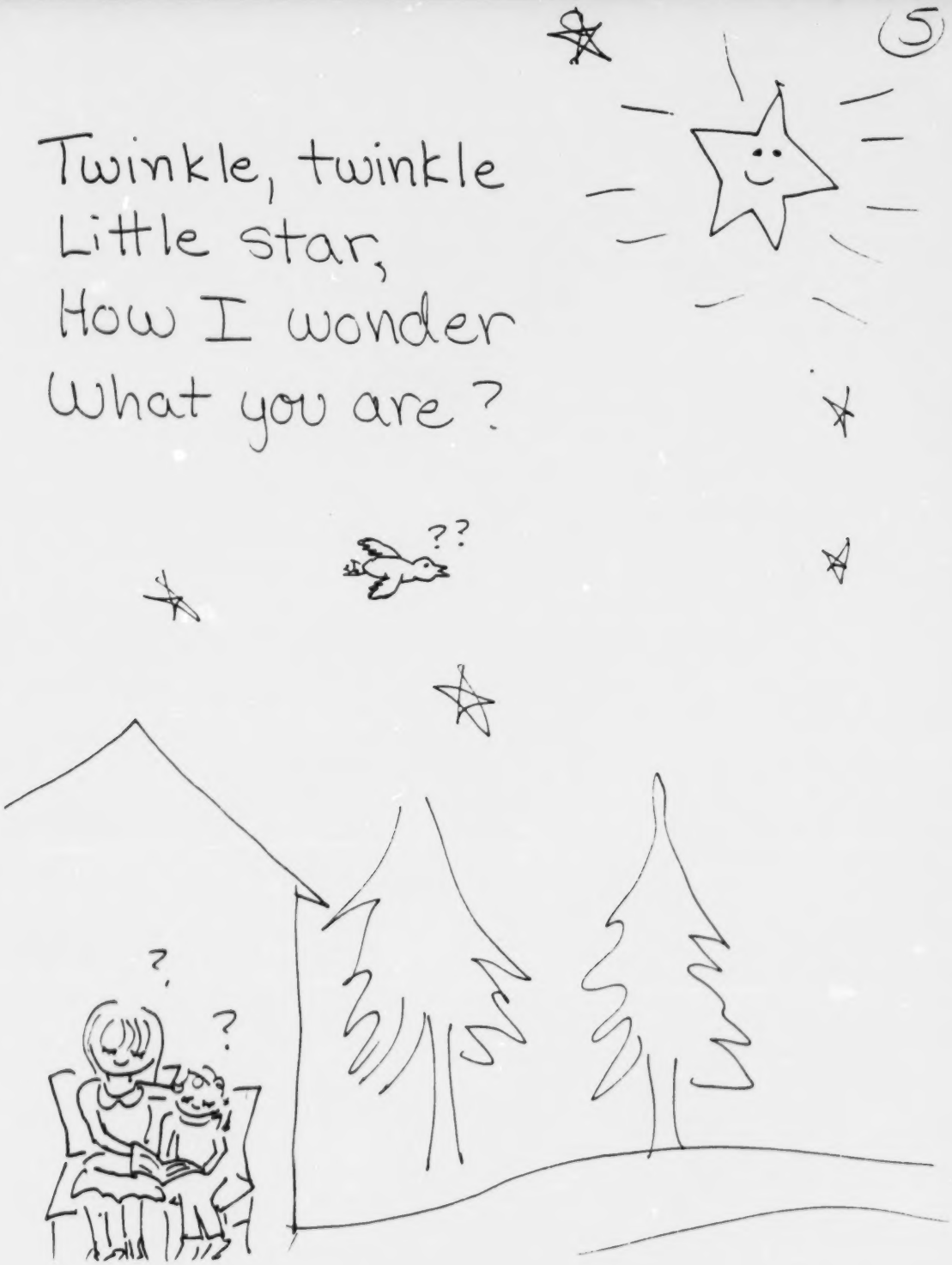
Like a
diamond
In the sky..

(5)

Twinkle, twinkle
Little star,
How I wonder
What you are?



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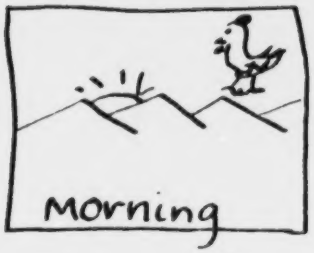
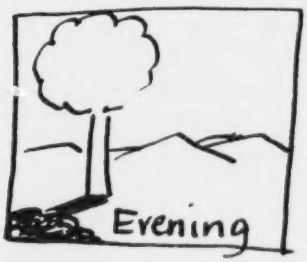
What do you do in the ☐?





Night

(NOTE: What do you do at night?)

46

Theme: Humans/Body

Books: *Babies Bodies*. Sally Kilroy. Four Winds Press, 1983

Songs: Hokey Pokey Head, Shoulder, Knees and Toes

Activities for Children

- Play with dolls
- Let children bathe dolls. Provide wash tub and towels.
- Play with blocks and manipulative toys
- Bring a Sesame Street Magazine with activities and games for children to play relating to the human body.

Parents and Children Together

- Trace children's bodies on butcher paper, decorate tracings with found materials such as yarn, ribbon and paper shapes to create detailed features.
- Create a person on a felt board. Let the children put the hands, feet and other parts on to make the person.
- Do the Hokey Pokey together. Do Head Shoulders Knees and Toes.

Activities and Discussion for Adults:

- Teach words for the body to beginners.
- Teach the Hokey Pokey song. Have parents fill-in the blanks to the words of the song.
- Use Total Physical Response to teach actions in relations to body motions. Raise your right hand. Touch your nose, etc.
- Talk about health in relation to children's well-baby check-up at a doctor's. Talk about immunizations - bring immunization schedule.
- Find out about how the family gets health care.
- Relate verbs to body - I see with my eyes. I touch with my hands. I hold with my hands. Etc. Make and illustrate a book along these lines.

Note: We used a library book which related to what we do with various parts of our bodies. Example: My eyes are for seeing. My arms are for hugging. My legs are for jumping. We suggest that you look in your local library for a similar resource.

The Hokey Pokey

You put your right hand in, You put your right hand out,
You put your right hand in, and you shake it all about,
You do the hokey pokey and you turn yourself about,
That's what its all about.

You put your left hand in, You put your left hand out,
You put your left hand in, and you shake it all about,
You do the hokey pokey and your turn yourself about,
That's what its all about.

You put your right foot in, You put your right foot out,
You put your right foot in, and you shake it all about,
You do the hokey pokey and you turn yourself about,
That's what its all about.

You put your left foot in, You put your right foot out,
You put your left foot in, and you shake it all about,
You do the hokey pokey and you turn yourself about,
That's what its all about.

You put your head in, You put your head out,
You put your head in, and you shake it all about,
You do the hokey pokey and your turn yourself about,
That's what its all about.

You put your whole body, You put your whole self out,
You put your whole body, and you shake it all about,
You do the hokey pokey and your turn yourself about,
That's what its all about.

To make the hokey pokey more interesting, ask the group what part they want to put in next.

Using the words to the hokey pokey, have students fill in the missing words. This procedure is called a cloze passage. You can use this technique with any song you teach to practice writing.

You put your _____ in, You put your _____ out,
You put your right hand __, and you _____ it all about,
You do the hokey pokey and you ____ yourself about,
That's what its all about.

You put your left _____ in, You put your ____ hand out,
___ ___ your left hand in, and you shake it all about,
You do the hokey pokey and you ____ yourself about,
That's what its all _____.

You ___ your right foot in, You put _____ right foot out,
You put ____ right foot in, and you _____ it all about,
You do the _____ _____ and you turn yourself about,
That's _____ its all about.

You put your left foot in, You put ____ ____ foot out,
You ___ your left foot in, and you shake it all _____,
You __ the hokey pokey and you ____ yourself about,
_____ what its all about.

You put your head in, You put ____ _____ out,
You put your _____ in, and you shake it all about,
You do the hokey _____ and your turn yourself about,
That's what its all about.

You put your whole self in, You put your whole self out,
You put your whole self in, and ___ _____ it all about,
You do the hokey pokey and your turn yourself about,
That's what its all about.

Head, Shoulders, Knees and Toes

Head hands on head

Shoulders hands on shoulders

Knees hands on knees

and

Toes hands on toes

Knees and Toes

= repeat =

Eyes point to eyes

and

Ears point to ears

and

Mouth point to mouth

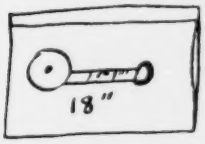
and

Nose point to nose

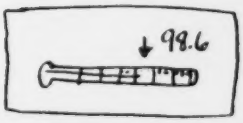
Head, Shoulders, Knees and Toes

Begin talking about well-baby visit.

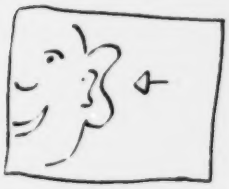
weigh



measure



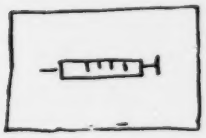
take temperature



check ears

Check mouth

check _____



give immunization shot

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Theme: Food/Nature/Time

Books: *The Very Hungry Caterpillar.* Eric Carle. Scholastic, 1989

Songs: Continue practicing other songs which have been introduced.

Activities for Children

- Make caterpillars. Egg Cartons. Cotton Balls. Paint caterpillars.
- Draw caterpillars.
- Play with plastic food or empty food cartons, cans etc.
- Dramatic play with dishes and utensils

Parents and Children Together

- Make a book like the Very Hungry Caterpillar. Use hole punch.
- Draw a tree and attach the things that the caterpillar ate, counting them as you go. (Use flannel board or butcher paper and tape.)
- Make a collage or book of food that the family likes to eat using magazine cut-outs.
- Bring caterpillars to look at

Activities and Discussion for Adults

- Practice reading the book.
- Talk about the days of the week and the things the caterpillar ate. Do you like _____? Is _____healthy food?
- Use a calendar to talk about days of the week, important dates, holidays and special foods eaten on holidays.
- Talk about times of meals in the family. What do they like to eat? What do they snack on? When do they eat?
- Where do they shop for food in the United States?
- Draw and write names for food they ate yesterday.

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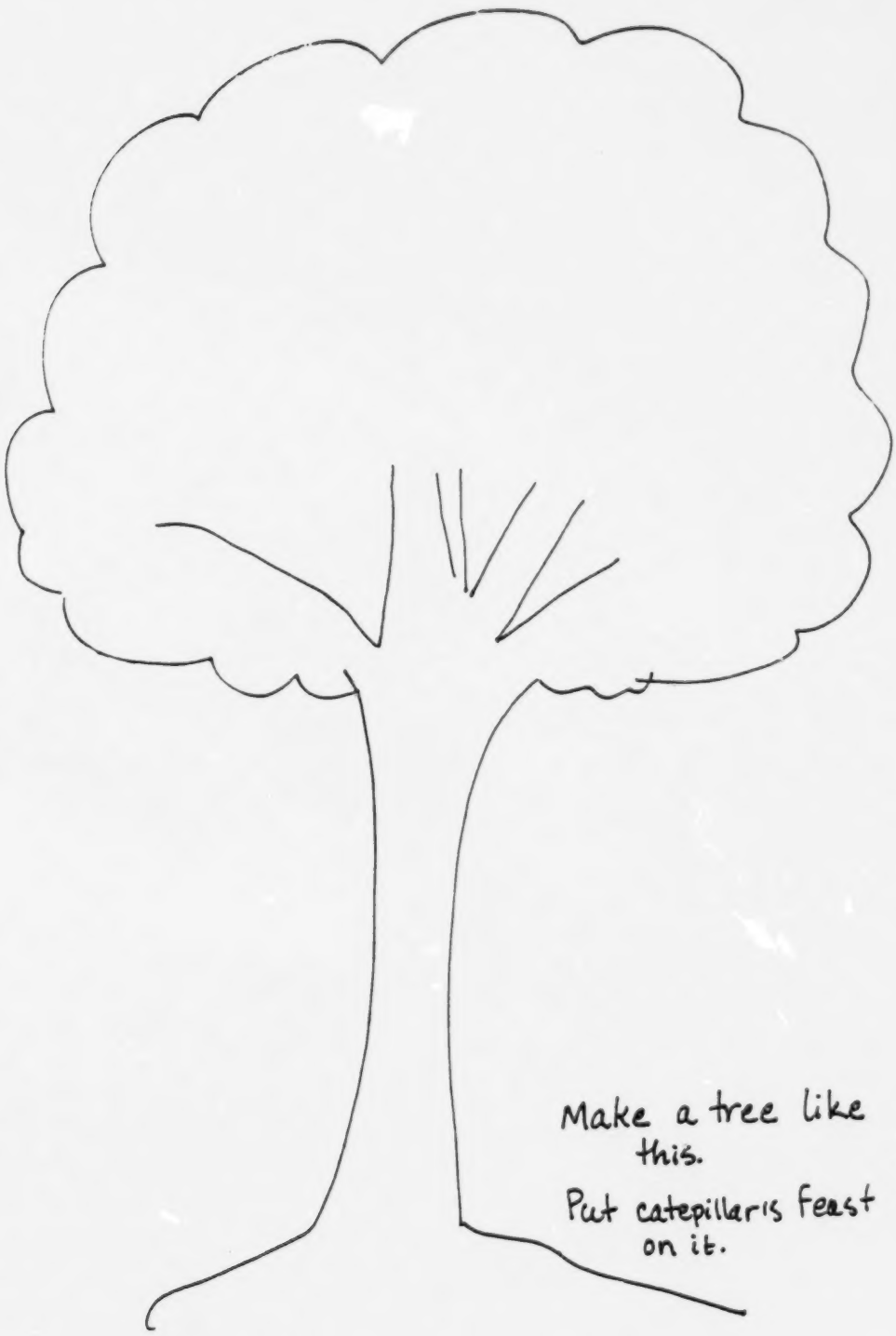

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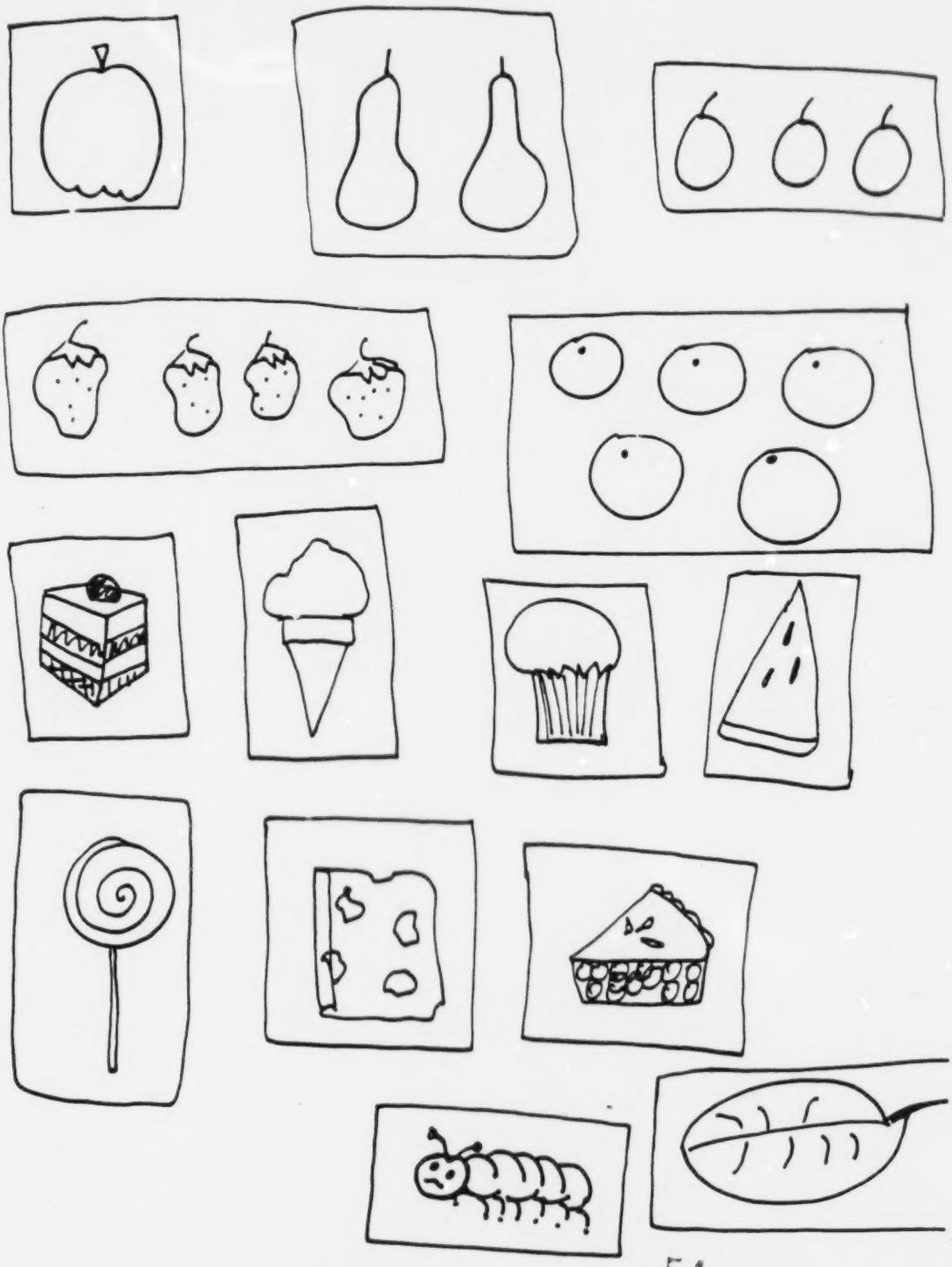
Use these food items to decorate the tree or make books like *The Very Hungry Caterpillar*



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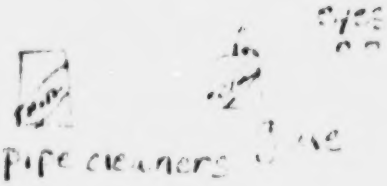
Egg Carton Caterpillar

You need:

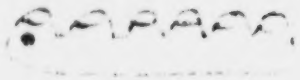
egg carton
(paper not styrofoam)

paint



pipe cleaners

Cut the egg carton in half so you have:



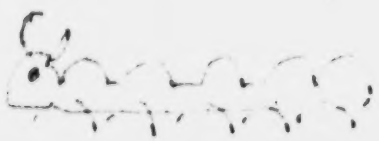
Put holes in the front segment.

Put pipe cleaners or yarn in the holes.

Paint it.

Glue other things on it (cotton balls and other interesting things.).

Glue eyes on



Put optional legs on each segment. (Use yarn, pipe cleaners or paper.)

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Theme: Food

Books: *The Little Red Hen*, (Bilingual English/Spanish) Letty Williams, Prentice Hall. 1969

Songs: This is the way we _____.

Activities for Children

- Children play with flour, water and other food stuff.
- Children play with artificial food.
- Children measure and mix flour, water and other ingredients.
- Dramatic play with dishes, spoons etc.

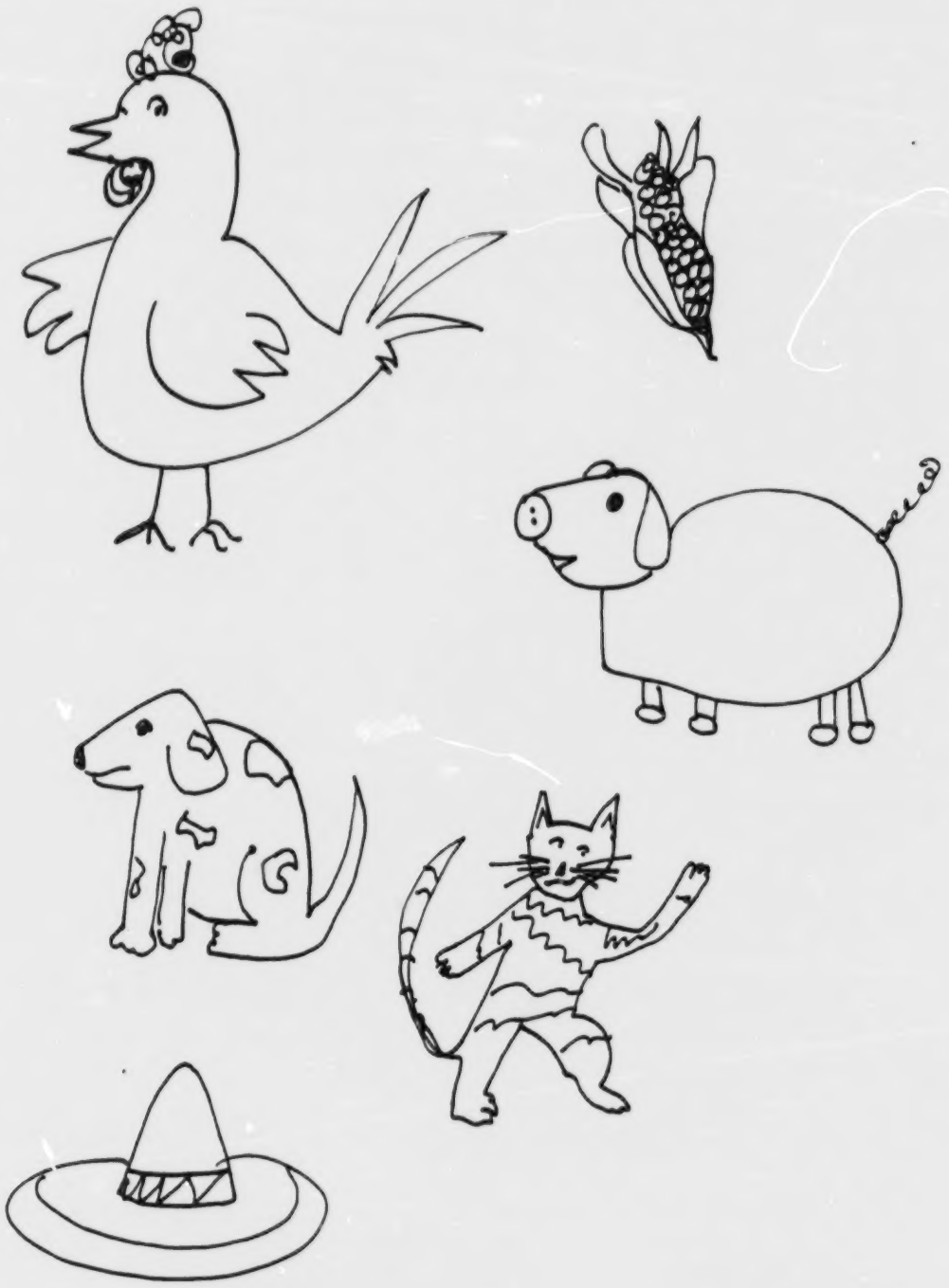
Parents and Children Together

- Put things the little red hen found on a flannel board. Put characters on the board (review animals).
- Make a fruit salad with children.
- Make a food item with children such as tortillas.

Activities and Discussion for Adults

- Read the book.
- Have students tell you how to make something eaten in their culture. What is the process. Record it, including the amounts and method of preparation in the form of a language experience story.
- Practice the language of the book. "Who will _____?" "Not I said the _____."
- Talk about ways children in the family help.
- Students with a lot of language ability can discuss ways of talking to children to get them interested in helping around the house. Roles of family members related to family chores can be discussed. This can stimulate discussion of appropriate expectations of children at certain ages.
- Children like to make things and like to help in real ways. As you explore this topic it is possible to show how this is an extremely valid and important way that parents teach their children. Measuring and reading recipes teaches children as much as lessons they learn in school.

These are the characters from *The Little Red Hen*. Use them for a flannel board story or prompts for oral practice.



Sample Language Experience Story

- We read *The Little Red Hen.* We talked about the story. Then we asked the group to tell us how to make tortillas.
- We asked questions: Do you need milk? Do you need eggs? Do you need flour? Do you need an oven? What do you need to make tortilla? What do you do next?
- We drew pictures of the things we need to make tortilla.
- We asked more questions: How much flour do we need? Were does the flour go? How do you mix it? We talked a lot about it before we started to write.
- We wrote the process of making tortillas and used pictures to reinforce what we were talking about.
- We wrote only after students said the words.
- We read the "story" back when we were finished.
- Students copied the story.
- The students invited us to their house where they showed us how to make tortillas. We ate them. YUM.
- Students told other tutors and students how to make tortilla in later sessions - they read the story to tutors again.

For more information about the Language Experience Approach see:
Language Experience Approach to Reading (and Writing)
By: Dixon/Nessel, Alemany Press, 1983 ISBN: 0-88084-037-4

Note: The story on the following page is the end result of our language experience process. Your story will be different.

Making Tortillas

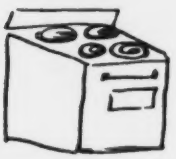
★ A Language Experience STORY ★

Need: Flour (a bag) Corn meal (a bag)

a pan

a bowl

a frying pan


a stove

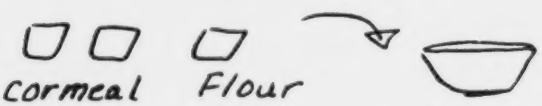
a glass

a tortilla press

cold water

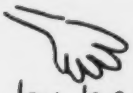
---

① put cornmeal and flour in a bowl: 2 parts cornmeal
1 part flour

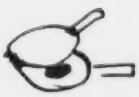


Making Tortillas

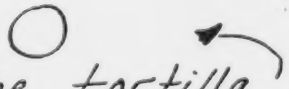
(2) put cold water in the bowl
mix until the flour sticks together
making nice balls.


by hand

(3) put a ball in the tortilla press



(4) flatten the ball in the tortilla press


take out the tortilla

(5) cook it. put it in a frying pan

(6) watch - when it
puffs up, turn it over,
when it puffs up
it's done

(1) Hot
then turn
down the
heat

LOW MEDIUM HIGH

(7) eat it

Making Play dough

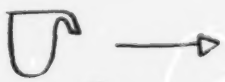
- Use the language experience approach to make play dough.
- Following are instructions for making play dough. Rather than give the instructions to your students first and then make play dough, why not have them tell you?
- Bring the ingredients and supplies.
- Establish English words for the ingredients and items needed to make it.
- Show students how to make play dough. Do it together.
- As the children play with the play dough, take the adults through a process of telling you what you did. Record their words and ask a lot of questions.
- Have students copy the recipe and practice reading it back to you.
- Practice the vocabulary and re-read the story next session.

Making Playdough

Need: White Flour Salt water cup

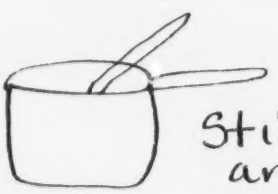
food color red yellow blue green

cream of tartar oil

Mix: 

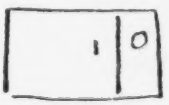
1 cup Flour | 1/4 cup Salt | 1 cup water | 1 TBS oil | 2 tsp cream of tartar

put in color - drops



Stirring is hard work. Stir and cook
The mixture thickens suddenly. on medium (1)
When very stiff, turn out.
It will be hot!

or:



Microwave
(stir often)
650 watt oven
about 3-4 mins.

cool and knead

Put it in a bag

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This is the Way we ____.

This is the way we pour the water.

Pour the water.

Pour the water.

This is the way we pour the water,

so early in the morning.

This is the way we mix the flour.

Mix the flour.

Mix the flour.

This is the way we mix the flour.

so early in the morning.

Theme: Housing / Furnishings / Basic skills -- describing objects in relation to their attributes - Small/Medium/Large Hot/Cold Soft/Hard

Books: *Goldilocks and the Three Bears.* Uri Salzman. Western Publishing Co. 1987

Songs: I love my house. To the tune of Donovan's I like my shirt.

Activities for Children

- Play with doll houses.
- Play with and/or sort objects of different sizes, shapes, and textures.
- Play with Teddy Bears.
- Paint houses.
- Put chairs, beds, and bowls in a house using glue.

Parents and Children Together

- Act out the Three Bears story using props.
- Make a house together using boxes and/or found materials.
- Collect objects of different sizes and categorize them by size. Do the same with soft and hard things.
- Use play dough to tell the story of the three bears. Make Bears, Chairs, Bowls and Beds out of play dough
- Sing "I love my house"

Activities and Discussion for Adults

- Describe housing. Draw student's house or apartment to aid in discussion. The tutor can also draw and describe their house. For beginning students focus on the numbers of things in their house. How many chairs in your house for example.
- Name objects in the house. Beginning students and tutors might create an inventory of items in the house and create a chart where items are written and the number of those items found are recorded.
- Talk about size and attributes of items found in a house. This provides an opportunity for tutors to find out how many books and what kind of books the tutored family has. Where are they kept? (This is not to prescribe the need for more books in the home but rather to assess the literacy practice of the family through one piece of information - the number and kind of books in the home.)
- Read the book. Practice the language of the book.
- Intermediate or advance students might like to reflect on the suitability of their current housing in comparison to other housing they have had in the past or would like in the

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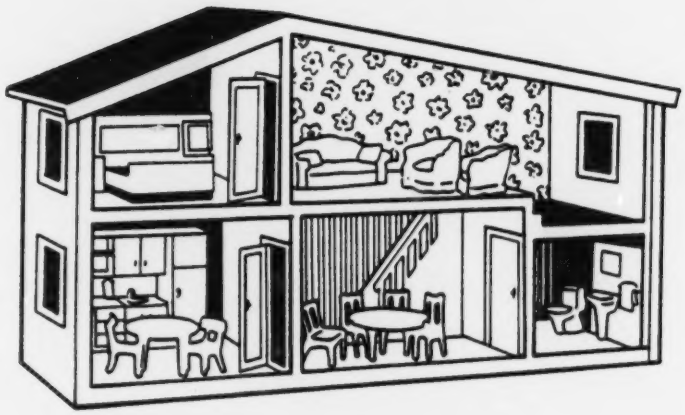
future. What does their family require? What kind of housing would they like five years from now? Make a list of the comparisons.

- Intermediate or advance students might discuss ways they would go about looking for new housing. Tutors can bring housing ads and information about housing depending on the needs expressed by the tutored family.

THINGS in the HOUSE

SMALL	MEDIUM	LARGE or BIG



I LOVE MY HOUSE (To the tune of I love my shirt by Donavan)

I love my house
I love my house
My house is so nice, yes it is.

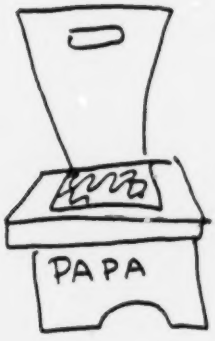
I love my chair
I love my chair
My chair is so nice, yes it is.

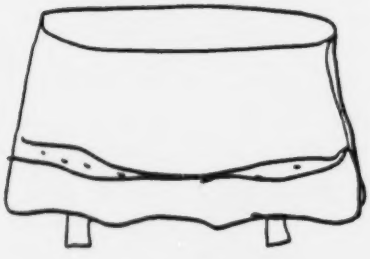
I love my bed
I love my bed
My bed is so nice, yes it is.

I love my _____
I love my _____
My _____ is so nice, yes it is.

I love my _____
I love my _____
My _____ is so nice, yes it is.

These can be used for flannel board stories, or as a project for children. Cut the items out and have children glue them into an outline of a house.





Theme: Housing/Security/What things are made of.

Books: *The Three Little Pigs*. Retold by Jane Resnick. Wishing Well Books. 1988

Songs: I Love my House

Activities for Children

- Play with doll houses.
- Make houses out of blocks or other materials.
- Draw houses.
- Glue pictures of houses into a housing book or collage.

Parents and Children Together

- Dramatize the story of The Three Little Pigs.
- Create and play a board game about the Three Little Pigs. (Attached Sample.)
- Explore things that can be moved or toppled by blowing.

Activities and Discussion for Adults:

- Read the story and discuss language used in the story, family relationships (Mother Pig and Brothers), and number of things - How many pigs? How many wolves? How many houses? etc.
- Make and play a board game about *The Three Little Pigs*.
- Discuss what houses are made of. Contrast current housing to houses in the native countries of families. Bring pictures of different types of housing discuss differences.
- Discuss neighborhood of families and if they know their neighbors.
- Discuss when children leave home in different cultures.
- Discuss home security. What home security precautions are necessary?
- Discuss element of trickery employed by the pigs to trap the wolf. This could prompt discussion of child-safety concerning strangers. Or open a discussion of parent's own feeling of security in their home, neighborhood, or city. This might lead to sharing information about community services such as 911 and police and fire.
- What stories exist in the culture of the tutored family which are similar to this story? Have the student tell you the story.

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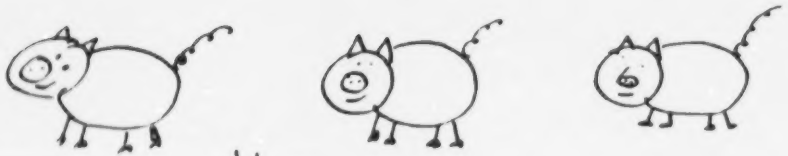
The Three Little Pigs

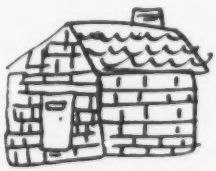


the pigs

the big bad wolf

house of straw

house of sticks



house of bricks

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By experimenting with concepts such as "things that we can move by blowing" parents and children can create shared knowledge and learning. This is just one example of how an experiment might be set up in relation to a theme generated in children's literature

1. Collect objects one might be able to move by blowing.
2. Create a chart to record results of test.
3. Try it. Can the found objects moved?
4. Adults can use the experience write sentences or stories relat the experience.

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Things we can move by.

blowing	yes	no
feathers		
leaves		
books		
paper		
print on paper		
Straw painting		
Sticks		
pin wheels		

Roll dice, move marker to numbered square, tell the correct part of the story.

Theme: Planting/Seasons

Books: *The Carrot Seed.* Ruth Kraus. Scholastic Press. 1945

Songs: The Seed Song

Activities for Children

- Play with dirt, sand, birdseed, or lentils using shovels, scoops, cups and things.
- Color, draw, collect, or make pictures of flowers and growing things.
- Collect pictures of different plants or flowers they like--glue them into a book or collage.

Parents and Children Together

- Plant seeds. Watch them grow.
- Sing the Seed song together.
- Make seed collages. Use beans and other seeds. Glue them on paper.
- Cut a variety of colored paper flowers or flowers from seed catalogues and make a large flower garden by gluing flowers to paper. Categorize flowers by color.
- Read *The Carrot Seed* with the children.
- Act out The Carrot Seed story.
- Ask the children to pretend to be seeds. Water them and watch them grow.
- Go on a walk and note the growing things perhaps categorizing them.
- Make a carrot salad together.

Activities and Discussion for Adults

- Focus on language in *The Carrot Seed.* "It won't come up."
- Talk about seasons and weather.
- Explore planting experiences adults have had. Do they keep gardens now? Have they kept gardens in the past? What do they grow?
- Talk about fruits and vegetables and where they come from.
- Talk about the educational value of watching something grow with children. Discuss ways parents can teach their children science through growing things at home. Can they keep journals?
- What does a seed need to grow? What does a child need to grow? Make a book representing the things a child needs to grow - use drawings or magazine pictures to illustrate the book.

The Seed Song

- If you take the sun,
- and add a little rain,
- and plant a little seed down the old back lane and
- you rake and you hoe
- to keep the weeds down
- you might find
- yes you might find

arms up

wiggle hands down

one fist in open hand

wave hands to the side

rake and hoe with arms

push hands down

point and shake finger

- some roots coming out of the seed in the ground.

REPEAT and add:

make roots with dangling fingers

- a shoot from the roots from the seed in the ground.

REPEAT and add:

curved index finger

- a stem from the shoot from the root from the seed in the ground

REPEAT and add.

arm up represent stem

- a bud from the stem - continue above

REPEAT and add.

a fist on a raised arm

- a flower from the bud - continue

fan both hands to represent flower

repeat and add.

- some seeds from the flower - continue

wiggle fingers

Theme: Transportation

Books: *Freight Train.* Donald Crews. Scholastic 1978

Songs: Little Red Caboose and The Wheels on the Bus

Activities for Children

- Play with trains boats and cars.
- Make vehicles

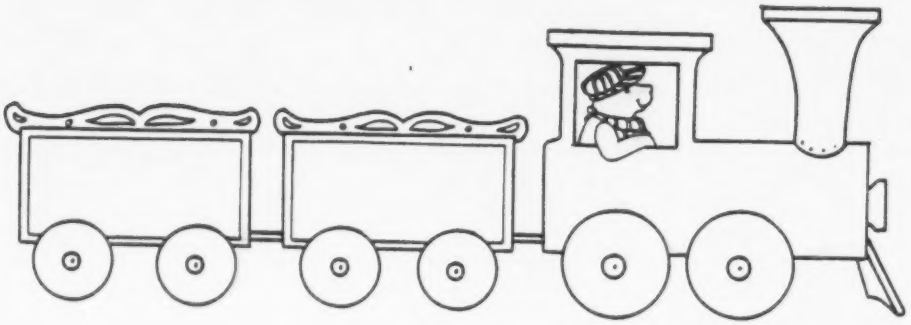
Parents and Children Together

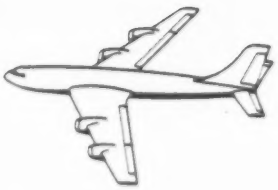
- Take a trip to the train station.
- Ride a bus.
- Identify and classify things that move on wheels. Explore other modes of transportation make boats out of found objects and float them in water tubs.
- Use construction paper to make a train with different colored cars like those in the book. Let children tape them together.

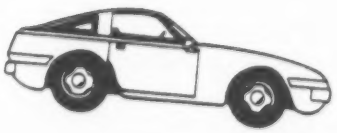
Activities and Discussion for Adults

- Discuss modes of transportation the family uses.
- Have them describe their journey to the United States.
- Talk about the need for insurance and cost of transportation in the United States.
- Talk about a train trips they have taken.
- Where do they go? How do they get there?

Use these pictures to stimulate discussion of transportation or the family's journey to the United States. They also could be used to categorize things that move on wheels, on water, in the air, etc.







LITTLE RED CABOOSE

Little red caboose,
Ch-Ch-Ch-Ch
Little red caboose,
Ch-Ch-Ch- Ch
Little red caboose behind the train
train
train
train

move both arms back and front like train wheels

Going down the track, track, track, track
Smoke stack on the back, back, back, back
Little red caboose behind the train.
TOOT! TOOT!

[illegible] = thumb over your shoulder

pull your hand down like you are pulling a whistle string

The Wheels on the Bus

The wheels on the bus go round and round, round and round, round and round,
the wheels on the bus go round and round, all around the town.

The wipers on the bus go swish, swish, swish, swish, swish, swish, swish, swish, swish,
the wipers on the bus go swish, swish, swish, all around the town.

The babies on the bus go wha, wha, wha; wha, wha, wha; wha, wha, wha;
the babies on the bus go wha, wha, wha, all around the town.

The _____ on the bus go, _____ _____ _____; _____,
_____, _____; _____ _____ _____.
The _____ on the bus go _____ _____ _____, all around the town.

Note: This is a common, popular song with families and can be found illustrate in book form, as well as on Raffi video and audio tapes.

Some General Ideas for Tutoring

- Prepare a writing box for the family. Include pens, scissors, glue, different kinds of papers, stickers, rulers, tape, erasers, templates and other interesting items.

- Let play dough bring books to life. Almost every story can stimulate an item made with play dough. We had many sessions talking over play dough, everyone was engaged, adults and children alike.

- Make a visual connection with the language you introduce. Don't be afraid to try drawing. If you can't draw, use magazine pictures, or pictures in the resource books listed in the following pages. Children need the visual connection as much as adults learning English as a second language.

- Use children's books as a model for making books. Encourage bilingual versions so parents will read the books to their children.

- Young children like to paint. Encourage situtations where they are able to explore color and texture through painting experience.

- Share educational toys such as magnetic alphabet letters, puzzles and blocks.

- Explore children's books on tape. Make tape recordings of yourself, or the parent reading a book.

- If you don't sing, use taped music to practice songs, or do rap or chants instead. The learning advantage provided with songs and change is invaluable for parents and children alike.

- Examine children's books carefully. The books used should present a simple, understandable pattern rather than a culturally bound narrative. For example, we tested the book *Oh How Happy They Were* which seemed to relate the the theme, but was too wordy and contained too many culturally determined actions to be useful. The following resource and reference list has a number of good books already tested with learners of English as a second language to guide you.

- Play games and have fun!

References and Resources

References for Teaching English as a Second Language

A Handbook for ESL Literacy. Jill Bell, OISE Press, 1984 ISBN 0-7744-0270-9

Action English Pictures. Maxine Frauman-Prickel and Noriko Takahashi, Alemany Press

Basic Vocabulary Builder. Dorothy Gabel Liebowitz, National Textbook Company, 1989

Drawing Out. Sharron Bassano and Mary Ann Christison, Alemany Press 1982 ISBN 0-88084-006-4

First Class Reader! An Integrated Skills Approach to Literacy. Sharron Bassano with John Duffy, Alemany Press, 1990 ISBN 0-88084-358-6

1,000 Pictures for Teachers to Copy. Andrew Wright. Addison Wesley, 1984, ISBN 0-201-09132-1

Language Experience Approach to Reading (and Writing) LEA for ESL. Carol N. Dixon and Denise Nessel, The Alemany Press, 1983 ISBN:0-88084-037-4

Practical Vocabulary Builder. Dorothy Gabel Liebowitz, National Textbook Company, 1989

Techniques and Principles in Language Teaching. Diane Larsen-Freeman, OXFORD University Press, 1986, ISBN 0-19-434133-X

The Natural Approach, Language Acquisition in the Classroom. Stephan D. Krashen, Tracy D. Terrell, Alemany Press 1983 ISBN 0-88084-005-6

Making Meaning, Making Change: A guide to Participatory Curriculum Development for Adult ESL and Family Literacy. E. Auerbach Boston: UMass. 1990

Rosa's challenge: connecting classroom and community contexts. In S. Benesch (Ed.), *ESL in America: Myths and Possibilities*. Boynton/Cook Portsmouth, NH: Heinemann.

Reference for Children's Learning and Reading.

Active Learning in a Family Day Care Setting. Susan McCartney, GoodYear Books, 1992, ISBN: 0-673-46401-6

Ages and Stages, Karen Miller, Telshare Pub 1985

Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth to Age Eight, Sue Bredekam, NAEYC, 1987 ISBN 0-935989-11-0

Emerging Literacy: Young Children Learn to Read and Write, Dorothy S. Strickland, Lesley Mandel Morrow, International Reading Association, ISBN 0-87207-351-3

Helping Young Children Develop through Play, Janey Sawyers and Cosby Rogers, NAEYC 1988

Information Center on Children's Cultures, UNICEF, 331 East 38th St. New York, NY 10016

Kids Have All the Write Stuff, Inspiring your Children to Put Pencil to Paper*, Sharon Edwards and Robert Maloy, Penquin Books, 1992, ISBN 0 14 01.5972 X

Literacy Begins at Birth, Marjorie Vannoy Fields, Fisher Books 1989

Read to Me: Raising kids who love to Read, By Bernice E. Cullinan, Scholastic, 1992, ISBN 0-590-45206-1

The Pursuit of Literacy, Early Reading and Writing, Michael R. Sampson, Kendall/Hunt Publishing Co. 1986 ISBN 0-8403-3778-7

The Read-Aloud Handbook, Jim Trelease, Penquin Books, 1982, ISBN 0 14 046.534 0

Young Children and Picture Books, Literature from Infancy to Six, Mary Renck Jalongo National Association for the Education of Young Children, 1988 ISBN 0-935989-17-X

References and Resources for Parent/Child Activities.

(Most of these resources are available at Multnomah County Library, Portland, Oregon)

101 Amusing Ways to Develop Your Child's Thinking Skills and Creativity, Sarina Simon, Lowell House, 1989

Felt Board Fun, Liz & Dick Wilmes, Building Blocks, Distributed by Gryphon House, 1984

Hello Toes! Movement Games for Children, Anne Lief Barlin & Nurit Kalev, Princeton Book Co. 1989

I Saw a Purple Cow and 100 Other recipes for Learning. Cole, Haas, Bushnell and Weinberger. Little, Brown and Co. 1972

Is Your Storytale Dragging? Jean Stangl, Fearon Teacher Adis, Simon & Schuster Supplementary Education Group, 1989 ISBN 0-8224-3904-2

Learning Activities for Preschool Children A home teaching handbook for parents and teachers, Ellen B. D Franco, Olympus Publishing co. 1975, ISBN 0-913420-50-6

This one is GREAT!

Magic Mixtures, Jean Stangl, Fearon Teacher Aids, 1986

Making Books, Gillian Chapman and Pam Robson, Millbrook Press, 1992

Mudworks, Creative Clay, Dough and Modeling Experience, Mary Ann Kohn, Gryhon House, 1989

Sesame Street Magazine, P.O. Box 52000, Boulder, Colorado 80322-5518. Games and stories for parents and children alike.

Story Stretchers, Raines and Canady, Gryphon House 1989

Storytimes for Two-Year-Olds, Judy Nichols, American Library Association, 1987

EXCELLENT RESOURCE

The Child's Developing Sense of Theme, Susan S. Lehr, Teachers College Press 1991

The Flannel Board Storybook, Frances S. Taylor and Golria Vaughn, Humanics Ltd. 1986

The Learning Circle, By Patty Claycomb, Gryphon House, Inc. 1988, ISBN 0-87659-115-2

The New York Times Parent's Guide to the Best Books for Children, Eden Ross Lipson, Times Books 1988

The World Around Me, Mary Beth Spann Minucci, First Teacher Press, 1990. This publisher produces many, many resources that are useful in family-based tutoring.

Toddlers Learn by Doing, Rita Schrank, Humanitics Ltd. 1984

Understanding Your Child Through Play, Maggie Jones, Prentice Hall Press 1989

Water Works a new book of waterplay activities for children 1 to 6., James and Granovetter, Kaplan Press, 1987 ISBN 0-88076-084 - ?

What Will Happen If . . Young Children and the Scientific Method, Educational Equity Concepts, Inc., Distributed by Gryphon House, Inc., 1985

You and Your Child PLAYDOUGH Lost of play ideas for young children. Ray Gibson and Jenny Tyler. Usborne Publishing LTD. 1989

Suggested Children's Literature for ESL families:

(Sections of this list is reprinted from ESL FOR THE FAMILY a curriculum developed by Molly Williams and Eve Berry with a 353 grant project sponsored by the Oregon Office of Community College Services in 1990.)

Are There Hippos on the Farm? Ethel and Ken Kessler. Simon and Schuster. 1987

Are You My Mother?, P.D. Eastman. Random House. 1960

Babies' Bodies, Sally Kilroy. Four Winds Press. 1983

Baby Animals, Gyo Fujikawa. Grosset and Dunlap. 1963

Bears on Wheels, Stan and Jan Berenstain. Random House. 1969

The Berenstein Bears New Baby, Stan and Jan Berenstain. Rondom House. 1974

Brown Bear, Bill Martin, Jr., Henry Holt & Co. 1983

Cars and Trucks, Richard Scarry. Golden Boowks. Western Publishing Col. 1976

The Carrot Seed, Ruth Kraus. Scholastic Press. 1945

The Doorbell Rang, Pat Hutchins. Scholastic. 1986.

El Autobus Escolar, Donald Crews. Scholastic. 1984. 1991

The Eye Book, Theo. LeSieg. Random House. 1968.

Family Pictures - Cuadros de familia, Carmen Lomas Garza. Children's Book Press. San Francisco. 1990 (Not necessarily a children's book. Check out this publisher for great bilingual books for family literacy.)

Freddy the Fire Engine, Robert Kraus. Grosset and Dunlap. 1985

Freight Train, Donald Crews. Scholastic. 1978

The Gingerbread Man, Addison Wesley. 1986

Suggested Children's Literature for ESL families
(continued)

Goldilocks and the Three Bears, Addison. Wesley, 1989

Goldilocks and the Three Bears, Uri Salzman, Western Publishing, 1987

Goodnight Moon, Margaret Wise Brown, Harper and Row, 1947

Green Eggs and Ham, Dr. Seuss, Random House, 1960

Hands, Hands, Fingers, Thumb, Al Perkins, Random House, 1969

I Can Ride It, Shigeo Watanabe, Philomel, 1982

I Love My Family, Kathleen Beal, Addison Wesley, 1991

I Was Walking Down the Road, Sarah E. Barchas, Scholastic, 1975

It's Pink, I think, Kathleen Beal, Addison Wesley, 1991

The Little Engine That Could, Wally Piper, Scholastic, 1961

The Little Red Hen, Scholastic, 1985

Mrs. Wishy Washy, Joy Cowley, The Wright Group, 1990

My Alphabet, E.K. Davis, Golden Press, 1981

My Counting Book, Mi Libro de Cuentas, Lillian Moore, Golden Book, 1957

My Kite Flies, Vaerie Welk, 1987

The Napping House, Audrey Wood, Harcourt, Brace, Jovanovich, 184

The Nose Book, Al Perkins, Random House, 1970

Old Hat, New Hat, Stan and Jan Berenstain, Random House, 1970

People in My Family, Jeffrey Moss, Golden Press Book, Western Publishing Co., 1973

Puedo Ser Bombero, Por Rebecca Hankin, Childrens Press 1989

Sombreros, Gorras Y Cachuchas, Ann Morris, Scholastic, 1989, 1991

Suggested Children's Literature for ESL Families
(Continued)

Ten, Nine, Eight, Molly Bang, Greenwillow, 1983

Three Billy Goats Gruff, Scholastic, 1984

The Three Little Pigs, Retold by Jane REsnick, Wishing Well Books, 1988

The Very Hungry Caterpillar, Eric Carle, Scholatic.

The Very Busy Spider, Eric Carle, Scholastic, 1984

Whose Mouse are You?, Robert Kraus, Scholastic, 1970.

Addendum

There are resources available at bookstores and libraries to give ideas for bringing literature to life using a whole language approach. The following pages are a sample of one such resource I encountered at a local bookstore. I called Random House, Inc. and they were very happy to give us permission to reprint it for your use.

Happy Tutoring!

Our project is grateful to the generous gift of tutoring facilities provided by:

University Park United Methodist Church
North Lombard, Portland, Oregon
Karen Krooch, Pastor

And

Pioneer United Methodist Church
North Charleston, Portland, Oregon
Robert Newberg, Pastor

This manual was made possible because many energetic, committed, people volunteered their time to develop a family-based ESL project. They tutored families, contributed to the project with time, ideas, and materials. Their efforts allowed this guide to reach a wider group of tutors. Many thanks!

Carol Elms
Carole Penner
Gwen Smith
Jody Horn and Adam
Karen Palidino and Jordan
Laura Frizell, Ethan and Sam
Lynn Bachman and Tucker
Molly Shibley, Laura and Amelia
Rebecca Currin

The Singing-Reading Connection

Using Raffi Songs to Read™ in Your Classroom

Singing is a play activity that goes everywhere with children. In kindergarten and primary-school classrooms, music time is as much a part of the curriculum as are art, physical education, and playtime. Just as blocks help to develop coordination and running helps to strengthen muscles, singing provides an opportunity to play with language. The confidence and enjoyment children gain from repeating songs and chants they know so well can help them move from comfortable patterns of speech to the language of books.

The Raffi Songs to Read series developed from the awareness that when children hear and sing favorite songs over and over—especially those with strong rhythm and rhyme, refrains, and predictable patterns—they are internalizing concepts basic to reading and writing.

Each Raffi Song to Read picture book stands on its own as a complete picture book with text and illustrations. In each case, the text is identical to the song lyrics, and the illustrations create a visual context and embellishment of the story. The song for each book is selected not only because it is among the most well known of the songs recorded and performed by Raffi but also because its lyrics, rhythm, and rhyme are easily learned and enjoyed by new listeners.

As you prepare to introduce a Song to Read into the classroom, take advantage of opportunities outside of music time to learn the song: for example, when the class is getting ready to go outside, as a break between other activities, and whenever a waiting time makes everyone wiggly. If headphones and a tape recorder are available for individual or small-group use, you can provide even more opportunities for the children to hear the songs.

The following are suggested activities for helping you incorporate Songs to Read into an existing language program and developing the connection between the song and the book, between singing and reading. They include large-group, small-group, and individual tasks, as well as a variety of media to explore. Planning learning activities around a central theme (e.g., "Transportation," "Spring," "Our Neighborhood") can make it easier to accommodate a variety of learning styles and levels of ability and to reinforce the connections.

Enjoy sharing Raffi's music
and Songs to Read!

EVERYTHING GROWS

The song: From *Everything Grows*. This beautiful song, with its country lilt, was inspired by an airborne view of the green and growing landscape during one of Ratti's many plane trips.

The Song to Read™: Photo-illustrations create an album of children and their families set in the natural world of growth and change that the song lyrics celebrate.

ACTIVITIES for *Everything Grows*

Music Singing: As the children sing the chorus, have them swing their hands from left to right as they snap their fingers. Rhythmic activities that cross the midline of the body help to integrate both sides of the brain.

Reading:

–Print the song on chart paper. After the children have had many opportunities to follow the words as they sing the song, you can begin to focus on word recognition. Look for the word "grows" on the chart. Let the children take turns finding and circling it. Count how many times it appears. Are there any other words that are used in the song more than once? What are they?

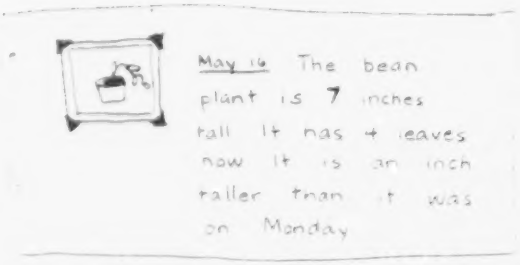
–Groups of two or three children can look for magazine pictures of one kind of growing thing: animals, people, fish, birds, plants, etc. The pictures can be used to illustrate the chart or labeled for a class dictionary of things that grow.

Art: The children's paintings and drawings make inviting books. Try an Everything Grows accordion book: as the pages unfold, the book grows into a chain of pictures that can hang across a wall.

Science:

–Plant beans or other fast-growing seeds, and keep a photo journal of their progress.

–Sooner or later someone will ask the question: "Does everything *really* grow? What about shoes? Or tables?" Look around the classroom for examples of observable growth: the children themselves, pets, plants. Then help the children discover the materials in their classroom that were once alive. Seeing connections (between the paper they use and the trees outside, for example) helps children to develop an awareness of their responsibility to the environment.



Creative movement: Babies move differently from six-year-olds; older people move differently from children. Let the children pretend to be babies, toddlers, teenagers, parents, even very old people, as they move in the gym. They might enjoy selecting music to accompany each age.

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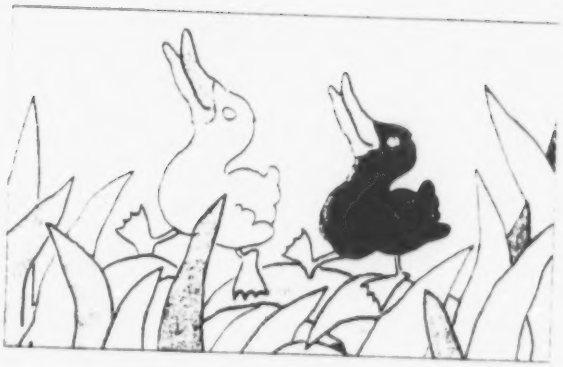
FIVE LITTLE DUCKS

The Song: From *Rise and Shine*. Raffi thinks this song has everything: suspense, a happy ending, and a chance for him to quack along with his audience. Sometimes, he says, it's hard to stop quacking once you start!

The Song to Read™: Mother Duck takes her babies out to play, but one by one they wander off. The delightful surprise ending adds a new dimension to the song.



ACTIVITIES for *Five Little Ducks*

Music Singing: Make up simple actions to accompany this song:

Five little ducks went out one day,
Hold up 5 fingers.

Over the hills and far away,
Make a wavy motion with your hand.

Mother Duck said: "Quack, quack, quack, quack."
Put your hands together to make a beak.

But only four little ducks came back.
Hold up 4 fingers, then make a running motion with them.

Creative Movement: Dramatize the song with the children. Make name tags saying "Mother," "Five," "Four," "Three," "Two," and "One." Each time the little ducks go off to hide, one stays hidden while the others return. At the end of the song the Mother Duck can find all the hidden ducklings and bring them back to the group.

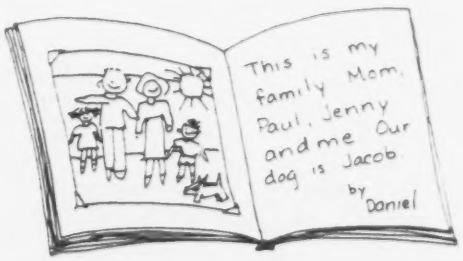
Reading:

–Have the children make ducks with markers, crayons, or pastels. Help them cut out and assemble them into a large classbook to illustrate the song. Print the words large enough so that the whole class can follow them to sing along.

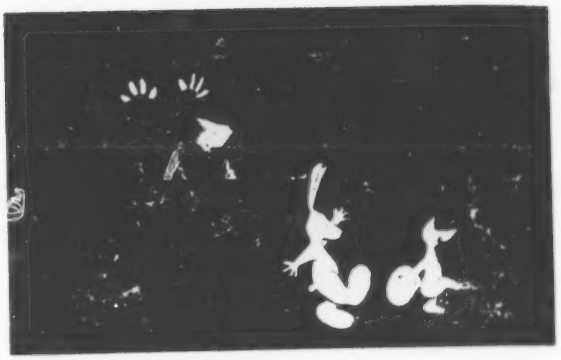
–To help the children recognize the number words in the song, make a game for the flannel board. Print the number words on felt-backed cardboard, and let the children match them to sets of ducks. Commercial puzzles that match numerals, number words, and sets also help to reinforce word recognition.

Math: Even very young children like to count backward. Older children, beginning to work on subtraction, can help to write the equations for each verse: 5 – 1 = 4, 4 – 1 = 3, etc.

Art: Look at the Duck family portrait at the back of the book. Ask the children to draw their families and display them in a class family album, with names and a short caption.



SHAKE MY SILLIES OUT



The Song: From *More Singable Songs*. A highlight of every concert, this song gives children a chance to get up out of their seats and shake, clap, and jump along with each verse.

The Song to Read™: As night falls in a forest, a bear, a rabbit, and a squirrel can't get to sleep. Their restless antics bring them jumping and leaping into nearby Camp Mariposa. The campers and animals finally get to sleep after they've wiggled their waggles away.

ACTIVITIES for *Shake My Sillies Out*

Music Singing:

–Let the children make shakers to accompany their singing by putting beans, rice, buttons, or other small objects into unbreakable containers with lids (margarine tubs, yogurt cups, or plastic bottles).

–Make up new verses with action words the children suggest.

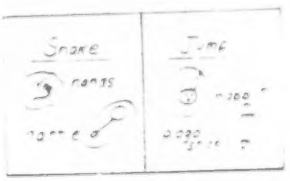
Sound Match: Put a few beans into two 35mm film canisters, some rice in two more, and paper clips, small beads, or buttons into others. Seal the cans with tape and have the children find the matching pairs by shaking and listening.

Art: Make a cut-and-paste picture of Camp Mariposa with campers and animals attached to accordion-folded paper strips so that they'll wiggle when the picture is moved.

Reading:

–Print the song on chart paper. Draw boxes around the action words: shake, jump, clap, yawn, wiggle. Print the words on cards to use in the gym.

–Ask the children to cut out magazine pictures of things that shake or jump for a class chart.



Creative Movement:

–Have one child select an action-word card and mime it for the group. Add new words as the children learn them, and make the game available as a free-time activity to use with a partner.

–Let the children use their homemade shakers to make rhythmic patterns as they move in the gym. Encourage them to find different ways to move to the rhythms.

Raffi

SONGS TO READ™ AND SONGBOOKS

DOWN BY THE BAY, illustrated by Nadine Bernard Westcott
ISBN 0-517-56644-3, $9.95 hardcover;
0-517-56645-1, $3.95 paperback.

EVERYTHING GROWS, photo-illustrated by Bruce McMillan
ISBN 0-517-57387-3, $9.95 hardcover;
0-517-57275-3, $10.99 library binding

SHAKE MY SILLIES OUT, illustrated by David Allender
ISBN 0-517-56646-X, $9.95 hardcover;
0-517-56647-8, $3.95 paperback

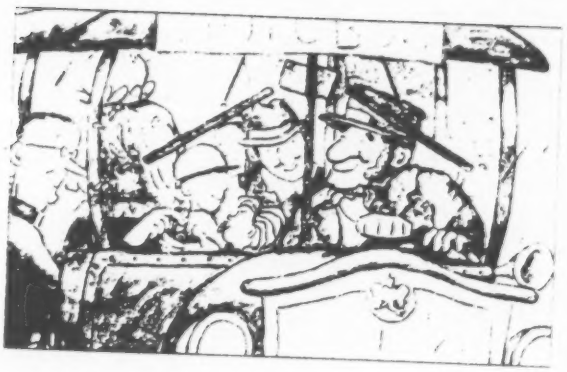
ONE LIGHT, ONE SUN, illustrated by Eugenie Fernandes
ISBN 0-517-56785-7, $9.95 hardcover;
0-517-57644-9, $3.95 paperback

WHEELS ON THE BUS, illustrated by Sylvie Kantorovitz Wickstrom
ISBN 0-517-56784-9, $9.95 hardcover;
0-517-57645-7, $3.95 paperback

WHEELS ON THE BUS

The Song: From *One Light, One Sun*. Usually performed in concert *a cappella*, the audience joins Raffi in acting out all the motions of a bumpy bus ride: the people bouncing up and down, the driver turning the wheel, the wipers moving back and forth, and so on.

The Song to Read™: Set in an old-fashioned village in France, the "autobus" wheels through town as one passenger after another crowds on board.



ACTIVITIES for *Wheels on the Bus*

Music Singing:

–Add new lyrics: e.g., "The lights on the bus go blink, blink, blink."

–Create a new song: e.g., "The cows on the farm go moo, moo, moo." For a Halloween version, try "The ghosts in the house go boo, boo, boo."

–Create a chant: e.g., "Here comes the bus. Here comes the bus. Honk, honk, beep, beep. Here comes the bus." Add clapping and snapping. Make a cumulative chant by adding to each verse.

Math: Collect small cars, trucks, and buses for counting, sorting, and classifying (size, use, color, number of wheels).

Social Studies: Plan and take a class bus trip, or go for a neighborhood walk. Observe, record, and discuss different kinds of buses, neighborhood bus stops, related street signs.

Art:

–Make a mural of a school bus; have each person add his or her face in the window. Post vocabulary lists and labels around the mural.

–Collect boxes and odds and ends to make imaginary bus sculptures; have children write or dictate stories to display with them.

Reading:

–Print each line on posterboard strips for a group puzzle. Make smaller individual puzzles for each child in the group. Add new verses one at a time to create a word bank.

–Print the first verse on chart paper to practice word matching: find "bus" on the chart and circle it, then find "on," "go," etc.

–Cloze exercise: Print verse on chart paper with blanks to replace some missing words. Ask children to complete it orally.

TINGALAYO, illustrated by Kate Duke
ISBN 0-517-56926-4, $9.95 hardcover

FIVE LITTLE DUCKS, illustrated by Jose Aruego and Ariane Dewey
ISBN 0-517-56945-0, $9.95 hardcover

THE RAFFI SINGABLE SONGBOOK (lyrics, piano accompaniment, and guitar chords for 51 songs from Raffi's first three albums–*Singable Songs for the Very Young*, *More Singable Songs*, and *The Corner Grocery Store*)
ISBN 0-517-56637-0, $14.95 hidden spiral-bound

THE SECOND RAFFI SONGBOOK (42 songs from the albums *Baby Beluga*, *Rise and Shine*, *One Light, One Sun*)
ISBN 0-517-56638-9, $14.95 hidden spiral-bound

THE RAFFI EVERYTHING GROWS SONGBOOK
ISBN 0-517-57110-2, $13.95 hidden spiral-bound

All prices are higher in Canada

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ONE LIGHT, ONE SUN

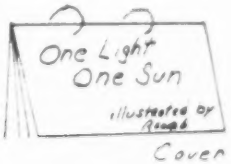
The Song: From *One Light, One Sun*. Raffi wrote the words and music to this ballad. It conveys the message that all people, no matter how different, are related in that we share the same sun, the same earth, the same bounties of nature.

The Song to Read™: The members of three diverse families are shown participating in various activities –picnicking, doing chores, having meals–as a bright yellow sun rises and sets again.

ACTIVITIES for *One Light, One Sun*

Music/Singing: After the children know the song well, divide the group into two parts and have them sing alternate lines. Print the words on chart paper using two colors to help each group follow its part. (This works best with slightly older children and is an effective way to provide extra practice for less confident readers.)

Reading: Illustrate each verse of the song with children's paintings or marker pictures. A cover made out of heavy cardboard will also serve as an easel for group reading. Make the book available for small groups of children to read together.

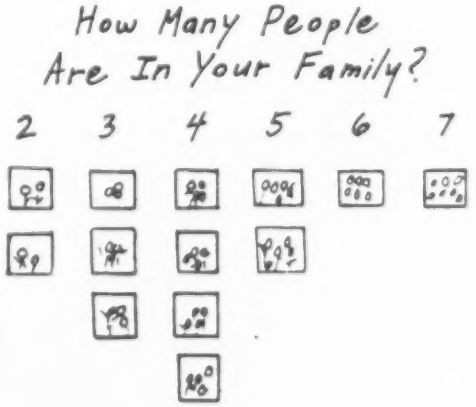


Art: Provide different-sized boxes to make interior house scenes. The children can turn the class junk collection (spools, lids, fabric scraps, small boxes) into tiny furniture and create families from cardboard or clay to live in their houses. They can write or dictate stories about their imaginary families, and over a period of time these can be collected into books.

Math:

–The families in the book move from one day's end to another's beginning. Children who are starting to explore ways of measuring time will be able to talk about things we do in the morning, in the afternoon, and at night. They can make lists of activities that happen every day, every week, and only once a year.

–Each family in the book is a little different. Have each child draw a picture of his or her family on a 2 x 2 card. Use the pictures to make a graph of family size groupings.



Social Studies: The world is home for all of us. Look at all the homes in the book. The children might enjoy learning about the different homes that people and animals build.

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TINGALAYO

The Song: From *One Light, One Sun.* Raffi always introduces this song in concerts by saying, "Here's a song about a donkey with a very unusual name." His audience loves to join in the enthusiastic call: "Tingalayo!"

The Song to Read™: Tingalayo doesn't always want to work, but he likes to have fun...especially at carnival time, when he runs off to join in the celebrations.

ACTIVITIES for *Tingalayo*

Music Singing:

–When the children are learning the song, they'll want to respond to the infectious beat. Moving and clapping along will help them to internalize the rhythm.

–Present the words on chart paper...use pointer and sing along.

–Using the chart, look for similar patterns in the verses. Practice singing on same, clapping on different, then reversing:
(Sing words in italics. Clap for *)

Me donkey hee,
Me donkey *
Me donkey haw,
Me donkey *
Me donkey sleepin' in a bed of straw.
Me donkey * * * * * * *

or

Me donkey hee,
* * * *hee,*
Me donkey haw,
* * * *haw,*
Me donkey sleepin' in a bed of straw.
* * * *sleepin' in a bed of straw.*

Reading: Make an "opposites chart" to list pairs of words like "come" and "go" that the children already know.

Creative Movement: Use word cards with "fast" and "slow" printed on them for games in the gym. One student holds up card, others follow directions–e.g., Simon says, "Do this" (hold up card). Add cards as children learn words: "come," "go," "dance," "sing," "ski," "swim."

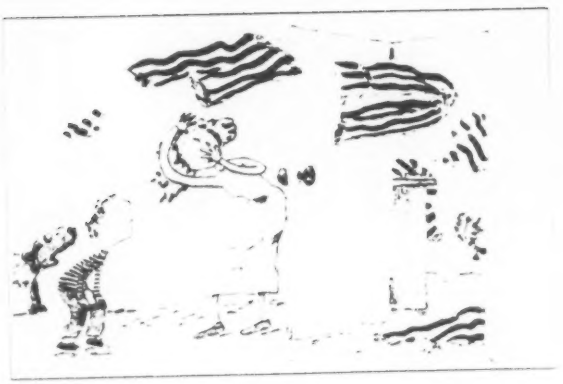
Social Studies and Science: Try to arrange a trip to a local farm or children's zoo to see a real donkey. If this isn't possible, look for films that include donkeys. Preview them and show the children only the relevant footage to help them focus on how a donkey looks and moves.

Art: Have the children make donkeys out of brown construction paper. Paper fasteners will allow the legs and head to move. Spend some time looking at the illustrations and talking about the donkey's neck, ears, tail, etc., before the children begin to draw the body shapes. (Precut shapes to trace and cut may be appropriate for some classes.) After the donkeys are put together, dress them "elegantly" with scraps of material, ribbons, sequins, shiny stickers, and glitter. The children might like to add to their donkeys' costumes with pictures of jewelry or other fancy accessories cut from catalogs or magazines. Then they can write or dictate stories about their donkeys' adventures.

DOWN BY THE BAY

The Song: From *Singable Songs for the Very Young*. Toward the end of a concert, Raffi jokes that the audience won't let him leave until he's sung this rhyming song with them.

The Song to Read™: Down by the bay, where the watermelons grow, two friends play a game in which they imagine all kinds of silly scenes happening in their own homes. The tales get wilder and wilder as each tries to outdo the other in rhyme and imagination.



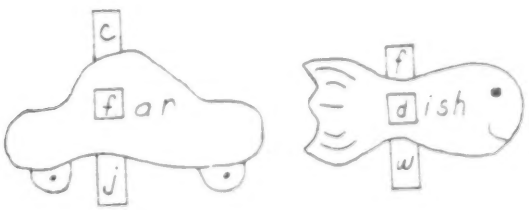
ACTIVITIES for *Down by the Bay*

Music Singing: This song is a wonderful introduction to rhyme. Make up more verses, with the children using their own names, as well as names of animals and familiar objects. The children will enjoy taking turns to complete the line "Did you ever see...?"

Reading:

–Record the rhymes the children like best on chart paper. Look for similarities and differences in the rhyming words. Make collections of words that end with the same letters (word families).

–Set up a rhyme center in your classroom. Use ready-made games or puzzles, or make your own to capitalize on the words the children are learning. Cards with pictures or rhyming words are good for sorting or playing "concentration." Use a cardboard shape (with two slits cut in it for a sliding tab) to provide practice with word families. The children can record and illustrate their words in booklets.



Art: Ask the children to make watermelon leaves (the pictures in the book will give them an idea). Print a pair of rhyming words on each leaf and use them to decorate the rhyme center.

Math: Plan a watermelon party. Starting with the trip to the store to buy the watermelon, you can include many math experiences appropriate to the level of your group. For example: Weigh the watermelon, measure the length, decide how to cut it up so that it can be shared equally, and count the seeds in each piece. Extend the children's language at the same time by making a list of all the words that they can think of to describe the watermelon—texture, taste, appearance, size, and so forth.

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